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A LOOK TO THE FUTURE AT DELTA COLLEGE--A REPORT OF A NATIONAL SURVEY OF EDUCATIONAL ENVIRONMENTS, SUMMER 1966, PARTS I AND II.

DELTA COLL., UNIVERSITY CENTER, MICH.

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THE DELTA COLLEGE SUMMER PROJECT WAS CONCEIVED AS AN INSTITUTIONAL STUDY TO INVESTIGATE NEW METHODS AND SYSTEMS IN EDUCATION THAT COULD HAVE IMMEDIATE OR POTENTIAL VALUE TO DELTA COLLEGE. IN ADDITION TO INVESTIGATING INNOVATIVE IDEAS BY VISITING ALMOST 50 CAMPUSES, THE TEAM, COMPOSED OF 14 FACULTY MEMBERS, ADDRESSED ITSELF TO A NUMBER OF OPERATIONAL ASPECTS. PARTICULAR EMPHASIS WAS GIVEN TO CURRICULUM AND INSTRUCTION, LEARNING AND INSTRUCTIONAL RESOURCES, STUDENT PERSONNEL SERVICES, COMMUNITY SERVICES, AND ADMINISTRATIVE FUNCTIONS AND SERVICES. THE DETAILS OF THE FINDINGS IN THESE AREAS MAKE UP THE SUBSTANCE OF THIS REPORT. EACH SECTION IN THE BALANCE OF THE STUDY CONTAINS A DEFINITION OR DESCRIPTION OF THE AREA, A STATEMENT OF THE PRESENT SITUATION AT THE COLLEGE VISITED, REFERENCES TO EXPERIENCES AND FINDINGS OF THE MEMBERS OF THE PROJECT TEAM, AND SPECIFIC RECOMMENDATIONS FOR DELTA COLLEGE. MOST RECOMMENDATIONS HAVE BEEN ASSIGNED A SUGGESTED PRIORITY FOR IMPLEMENTATION. (HS)

A LOOK TO THE FUTURE AT DELTA COLLEGE

A Report of a National Survey of Educational Environments
Summer, 1966

Part I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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September 13, 1966

To the President and Board of Trustees of Delta College:

Each member of the Summer Project Team, SEE, extends sincere thanks for the opportunity to have participated in a most significant undertaking. The foresight of the President and the Board of Trustees with the financial investment in the future of Delta College of $75,000 is highly commendable.

The Report that follows is written evidence of the Project activities. The evidence of return for the investment will need to be observed and evaluated during the years to come. We have considered many facets of college functions but have concentrated on the major reason for the existence of the College; namely, the student.

It is with mixed feelings of pride and humility, optimism and hope that the Team completes the initial phase of Surveys of Educational Environments. We are proud to have been able to serve the College. We are humble in what has been accomplished. We are optimistic that the findings and recommendations will enable Delta College to become the best institution in the nation. We hope the students, President, Board of Trustees, faculty, and staff will consider the investment valuable and significant.

The success of the Project now rests with present and future faculty and staff. The Report continually implies the necessity for action in the near future. The ultimate success of the Project can be measured only in terms of the stimulus it gives for further, continuous in-depth study for years to come. Valuable institutional research is suggested by the overall Report. The Report presents the challenge. The Board of Trustee members, administrators, and faculty must now react to the challenge.

Members of the 1966 Summer Study Project Team

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PREFACE

It was time for a change. Admittedly there was not much unrest or agitation at Delta College. Everything was quiet. Perhaps too quiet. As one of the younger instructors observed, "People were getting fat and comfortable."

Most faculty members (and many students) were aware of a lack, a deficiency, a failure to go beyond the call of duty in meeting the educational needs of the community. Most aware of all was Acting President Donald J. Carlyon, who thought perhaps a change in climate was in order at Delta College. Mr. Carlyon might well have remembered the church spokesman who declared, "It is not enough that we should use the gospel to comfort the troubled. The great need is to use everything we have to trouble the comfortable."

At some point in the school year of 1965-1966, President Carlyon decided that urgent and substantive action was indicated. It was time to trouble the comfortable. He asked for, and obtained, authorization from the Board of Trustees to initiate a Summer Project, which was to become known as Surveys of Educational Environments. He sought, and obtained, the support of faculty members who shared his recognition of a need.

The Summer Project has now become history. But the results, the implications, the far-reaching consequences, are just beginning to appear on the campus and in the greater College community.

What objectives, the reader may inquire, could best be served by a comprehensive project to be undertaken by faculty members with support from the Delta community at large? Perhaps one example will serve to exemplify the energy, the dedication, the discernment of those who made up the Summer Project Team.

School administrators of the Saginaw Valley have in recent years become aware of a growing need among their high school graduates. The farms and factories of the area have become automated to the extent that they no longer provide steady employment for large nembers of unskilled laborers. The high schools can still place their "first-quartile" graduates in colleges, universities, and professional schools. There still seems to be a place also for the second and third-quartile graduates in community colleges, trade and vocational schools, and technical programs of many varieties. But there is no place to go for the fourth-quartile graduate (disadvantaged for one reason or another) who succeeds in finishing high school.

This "Forgotten Fourth," then, has received special attention and is of deep concern to the Project Team. Members of the Team have made specific recommendations to better the lot of that student who comes to Delta College with serious deficiencies in his academic potential.

But the "Forgotten Fourth" is not alone in being remembered by the Project Team. Group leaders have identified and mapped out numerous other areas which have become prime targets of study and concern. These areas include instructional methods, the library, educational television, data processing, student personnel services, community services, and administrative functions and services. Indeed, the scope of interest and concern involves almost every facet of the Delta community.

The climate of change at Delta College is unmistakable. It is quality of change insuring a good investment of the talents and resources which the Delta community has given to innovation and betterment.

INTRODUCTION

The Delta College Summer Study Project, known as Surveys of Educational Environments (SEE), was conceived as an institutional study to investigate new methods and systems in education that could have immediate or potential value to Delta College. The Project was approved by the Board of Trustees early in April, 1966 and was supported by a grant of $75,000 from the Board of Trustees. The Project was conducted during the third semester, from April 25 to August 10, 1966.

The Project Team was composed of fourteen Delta College faculty members, none of whom had any teaching responsibilities during the 15-week term of the Project. Members of the Team were appointed by the President and the Project Director, who was chosen from the faculty to head the Project. In selecting members of the Team, consideration was given to interest, availability, divisional representation from within the College, as well as skills and knowledge which would contribute to the goals of the Project.

From the outset, the Project was largely faculty-oriented. Although the basic responsibility for the Project rested with the President, who provided general direction, the day-to-day planning and development was the responsibility of the Team. All decisions regarding specific areas of study, methods of procedure, institutions to be visited, consultants, and all other details regarding the specific direction of the Project were made by the Team members. Two administrative staff members were assigned as coordinators to assist the Project Team. One was responsible for assimilating and compiling reports, and the other was responsible for travel arrangements, book purchases, and other details pertinent to the Project. In addition, two secretaries were assigned the clerical responsibilities.

The basic purpose of SEE was to identify, investigate, and report on innovative ideas from institutions across the country, with consideration given to their possible relevance to the educational program at Delta College.

In addition to investigating innovative ideas, the Team, by means of discussion, addressed itself to a number of operational aspects not necessarily related to visits. The results of these discussions are expressed as recommendations included as "plus factors" in this Report.

Although no aspect of the College operation was consciously excluded from consideration, particular emphasis was given to curriculum and instruction, learning and instructional resources, student personnel services, community services, and administrative functions and services. The details of the findings in these areas make up the substance of this Report.

Throughout the Project, continuous emphasis was given to the responsibility of the SEE members to inform and involve the entire faculty and administrative staff in the Project. The Project Team acted as an agency of the entire staff, and every effort was made to encourage total participation by College personnel, both on and off campus, in what was conceived as a

"College-wide" project. Activities designed to encourage total staff involvement included:

1. continuing visits by members of the Project Team with other faculty members.

2. development of a daily log of activities which was made available to interested persons.

3. development of a periodic newsletter sent to all faculty and administrative staff, including those off campus for the summer.

4. presentation of interim reports by members of SEE at Senate meetings.

5. distribution of written reports on the colleges visited.

6. extension of an open invitation to all interested persons to attend regular weekly meetings of the Project Team and to avail themselves of materials on file in the Project library.

7. arrangements made for each consultant visiting the campus to have an opportunity to speak with all interested persons.

8. extension of repeated invitations, both written and oral, to make known to the Project Team any suggestions, comments, or questions pertinent to its activities.

9. development of plans for detailed reports to the faculty upon completion of the Project and for total faculty discussion and consideration of proposals emerging from the work of the Project Team.

Members of the Project Team were engaged in extensive and varied activities during their search for innovations. Their major activities can be classified into several categories. (See Appendix - Chart I & II)

First, several days were devoted to the orientation of the Team members to the objectives of the Project and to the sources of information which should be investigated to fulfill these objectives. Activities included study and reading, discussion among Team members and with consultants, and familiarization with the facilities and programs of Delta College. Members of the Team felt that they should be familiar with the facilities and programs of the College before making a study of other institutions. As a result, the entire Team participated in an extensive tour of the College and engaged in formal discussions with directors or representatives of various departments and programs.

Second, techniques were developed to assist members of the group in operating as a team.

1. A library was established where material gathered on visits or obtained through correspondence could be filed and made available to all.

2. A checklist was developed by the Team to assist in gathering

pertinent data during visits to other colleges. This checklist was tested in the field early in the Project and then revised for use during subsequent visits.

3. An "Ideas File" was established where ideas gathered during the summer could be assembled. This file was especially valuable for accumulating those ideas which had no apparent place in the structure of the Project.

4. A form was developed for use by Team members for the purpose of submitting to the rest of the Team specific recommendations, including priority, justification, and proposed methods of implementation.

Third, several consultants in the field of higher education were invited to visit the campus and to meet with the Project Team and with interested faculty and staff. Dr. B. Lamar Johnson, Director of the Junior College Leadership Program and Professor of Higher Education at the University of California, Los Angeles, consented to act as a consultant for the total Project. In addition to rendering assistance in the organization of visits to community colleges in California, Dr. Johnson visited the Delta College campus for two days early in May and returned in August during the final days of the Project. Other consultants who visited the campus included Dr. Sigurd Rislov, Chairman of the Department of Higher Education, Wayne State University; Dr. Max Smith, Director of the Offices of Community College Cooperation and Professor of Higher Education, Michigan State University; and Dr. Raymond Young, Professor of Higher Education, University of Michigan.

Fourth, members of the Project Team collected data by means of personal visits to a variety of institutions. Some institutions were visited by the total Team, but, in most cases, the visits were made by small groups of selected Team members.

Members of the Team visited seventeen institutions in the Los Angeles area and eight institutions in the San Francisco area during a one-week period in May, 1966. In addition to the California visits, Scout Teams visited numerous institutions in Michigan and seven other states. (See Appendix) Other personnel accompanied the Team from time to time and assisted in gathering data. These persons included Delta College administrators, members of the College Board of Trustees, representatives from district high schools, an IBM representative, a representative of the architectural firm engaged by the College, and area newspaper staff members. The Project Team considered these visits to be highly worthwhile in that they provided an opportunity to see new approaches in action as well as to establish contact for following long range development in education innovations. Detailed accounts of each of the visits have been compiled as Part II of this document.

The Project Team was also represented at several conferences during the course of the Study. These conferences included the annual spring conference of the Michigan Association for Higher Education, a meeting of the Community College Advisory Board to the Michigan State Board of Education, and a conference on Systems Approaches to Curriculum and Instruction in the Open Door College at the University of California, Los Angeles.

Fifth, each member of the Project Team selected an area in which he devoted some in-depth study toward the view of being more productive for the total Team. This involved individual study and preparation of materials, small group meetings, interviews with persons both on and off the campus, and correspondence with individuals across the country. A series of brainstorming sessions on selected topics were scheduled whereby the entire Team could participate. These sessions proved extremely valuable in exploring ideas and in providing direction to individuals charged with the responsibility of developing particular areas.

Those areas chosen for in-depth study have provided the basis for the balance of the Report. Each section contains a definition or description of the area, a statement of the present situation at the College, repeated references to experiences and findings of members of the Project Team, and specific recommendations for Delta College. Most recommendations have been assigned a suggested priority for implementation, i.e. immediate (within one year), short range (up to two years), intermediate range (up to five years), and long range (up to fifteen or more years). The assigned priorities reflect the time anticipated for the complete implementation of the recommendations if action is initiated without delay.

I. A CHARTER OF COMMITMENT FOR THE COLLEGE

The Project Team believes that all recommendations should be consistent with commitments to certain fundamental beliefs pertaining to the role of Delta College. These beliefs serve as a foundation for the specific recommendations in the Report:

1. We believe that Delta College should continue its non-selective admission policy; that is, remain an "open door college".

2. We believe that a commitment to the open door policy implies the acceptance of the responsibility to provide education that meets the needs of all constituents above high school age regardless of age, previous academic achievement, or ability.

3. We believe that Delta College should expand its participation in the social, cultural, and economic development of the community.

4. We believe that Delta College should be a student-centered institution. This commitment requires that every facet of the college be evaluated in light of the question, "What is best for the student?"

5. We believe that curriculum planning, scheduling, and methods of instruction should be developed with flexibility and variety as major considerations. We are not in agreement with those who are willing to commit themselves to a single method of achieving educational objectives. We have discovered no panaceas, but rather we have observed a multitude of techniques that can be highly effective.

6. We believe that Delta College has a responsibility to carry on experimentation and institutional research. This is a responsibility of every institution, and with our fine facilities we are in an especially good position to contribute to the entire educational community.

7. We believe that Delta College has a responsibility to cooperate with all institutions in improving the educational process. Major cooperative efforts are emerging across the nation, and our obligation to the public demands that we become a partner in this movement.

8. We believe that every effort must be made to provide the highest quality of education at the lowest possible cost. However, we do not believe that an idea should ever be discarded solely on the basis of lack of funds. With rapidly advancing technology, greater federal involvement, and more assistance by industry in the form of financial grants, it is quite possible that an idea which is too

costly today may be feasible in the near future.

9. We believe that faculty involvement in every aspect of the operation of Delta College is essential. We recognize that this places an obligation on the faculty to accept its share of the responsibility.

II. CURRICULUM AND INSTRUCTION

A. Objectives

The purposes of the institution must condition its program. Every aspect of what is done at Delta College must be appraised on the basis of its contribution to the purposes of the institution: preparation for transfer, preparation for earning of a livelihood, continuing education, guidance, and community services.

The institutional purposes referred to above are general and are stated in broad terms only. Similarly, purposes of divisions and departments, as reflected by the purposes of the institution, can be indentified. These can be used as aid in determining the relevance of a course offering to the objectives of the College and to the objectives of its divisions and departments.

Also needed, however, are more specific statements of purposes for each course, stated in terms of outcomes expected from students who have completed the course. Equally important is the process of evalutaion. Examples of questions to be considered when defining course objectives include: What do I expect my students to be able to do when they have completed my course? What skills, abiliites, attitudes, knowledge, and habits do I expect them to achieve in this course? How can I know whether or not my students have achieved these outcomes?

As a means of achieving these ends, the following recommendations are presented:

RECOMMENDATION: To examine each course offered at Delta College to determine whether it contributes to one or more purposes of the College. (Immediate Range)

RECOMMENDATION: To drop from the curriculum any course which cannot be justified on the basis of its contribution to one or more purposes of the College. (Short Range)

RECOMMENDATION: To define in terms of outcomes expected from students the specific purposes of each course offered at the College. (Short Range)

While visiting several colleges, Project Team members observed faculty-wide efforts directed toward defining the purposes of all courses.

The following references are presented to assist in the development of similar objectives at Delta College:

1. Mager, Robert F., Preparing Objectives for Programmed Instruction, San Francisco: Fearon Publishers, 1961

2. Bloom, Benjamin S., Taxanomy of Educational Objectives-Handbook I: Cognitive Domain, New York: Longmans, Green and Co., 1956

The pervading idea is that the definition of purposes becomes centrally important in all plans for strengthening the curriculum and for improving instruction.

B. Offerings for the "Forgotten Fourth"

This section of the Report is concerned primarily with the student who comes to Delta College and is inadequately prepared to complete either the transfer programs or the business and technical programs now offered.

A significant number of students admitted to the College in the academic year 1965-66 fit the described category. In the past, these students have all been in the same Improvement Division classes even though their inadequacy stems from different courses. There are two distinctly different groups of students:

1. Some students have specific weaknesses but are capable of succeeding in one of our present programs after these weaknesses have been corrected. These weaknesses may be the result of course selections in high school, lack of motivation in high school, the deprived environment of the student, or even because the individual never completed high school. The cause of these weaknesses is not the important point. Rather, the fact that they do exist and that the individual has the ability to correct them is of primary concern.

2. The second group, sometimes referred to as low achievers, is composed of those students who are weak in the entire academic area and who may lack the ability to ever succeed in present programs.

These heterogeneous students are presently being placed in the same Improvement Division classes. Many community colleges which the Project Team visited are now recognizing a difference between the second group of students who are the low achievers in all areas and the students who need remedial work in only one or two areas. We believe it is possible to provide more effective programs for these individuals, and our recommendations are motivated by this objective. Reliable tests have not yet been devised to identify these groups precisely, so it is imperative that programs be flexible enough to allow for transfer from one group to another.

Recommendations in this section have geen grouped under four headings: Changes in Improvement Division Policies, Expansion of Improvement Division Services, Expansion of Occupational Curricula, and Extension of Services.

Changes in Improvement Division Policies

RECOMMENDATION: To change the name from Improvement Division to Basic Studies or General Studies Division. (Intermediate Range)

If the recommendations set forth in this Report are followed, the Improvement Division will have a larger role, and a name change will help to establish a new role without former prejudices.

RECOMMENDATION: To establish dual membership in both the Improvement Division and an academic division for each member of the Improvement Division faculty. (Immediate Range)

Dual membership would provide better coordination between the Improvement Division and other divisions.

RECOMMENDATION: To avoid rules and regulations that set students apart in non-academic areas. (Immediate Range)

A student should not be set apart from other students merely because of his curricular choice. He should be permitted to participate in extra curricular activities, athletics, and to hold office in student organizations as long as his grade point average meets the requirements set forth in the Catalog.

RECOMMENDATION: To provide a Certificate of Proficiency for successful completion of programs, of 30 semester hours or more, other than those leading to an Associate degree. (Short Range)

Students who have progressed satisfactorily and have completed an approved program deserve the honor and recognition of graduation. The requirements for each certificate would need to be established.

RECOMMENDATION: To assign traditional letter grades in all Improvement Division classes. (Immediate Range)

The current policy of marking "S" or "U" maintains the pressure of grades without the benefit of the motivational force of grades. It is possible that these courses will be used to fulfill different graduation requirements and to determine grade point averages.

RECOMMENDATION: To accept "Service Credits" toward selected Certificates of Proficiency. (Short Range)

As new curricula are developed, these courses may be adequate for the needs of the student.

RECOMMENDATION: To recruit for the Improvement Division learning specialists with experience and training in working with slower students. (Short Range)

RECOMMENDATION: To initiate within the Improvement Division a program of experimentation and research. Emphasis should be on the effectiveness of present methods, particularly with respect to class size and programmed instruction. (Short Range)

Opinions on the most effective learning techniques for students in this group are highly contradictory. This is true for our faculty as well as for schools across the nation. An Office of Instutional Research at Delta College could assist in the study.

RECOMMENDATION: To study the feasibility of absorbing the Improvement Division into other academic divisions. (Intermediate Range)

Opinions were so diverse on this issue that the Project Team felt further study is necessary before a decision can be made.

Expansion of Improvement Division Services

Core Program:

RECOMMENDATION: To develop a two semester core program for the "Forgotten Fourth". (Intermediate Range)

Based on the 1965-1966 academic year figures, this program would involve over 10% of the entering freshmen. The basic aim of the core program would be to raise the ability level of the student so that he could successfully complete his desired program and function more adequately in society. Examples of experimental core programs were observed at the Wilson Branch of the Chicago City Junior College and Macomb County Community College.

The core program could be implemented and carried out in the following manner:

1. Courses for consideration in such a program would include English, reading, study methods and skills, social science, speech, and occupational survey courses. It would be advantageous to group the students and use a team teaching approach. The use

of highly motivational teaching techniques should be considered to be of prime importance.

2. More intensive counseling would be a major feature of this program.

3. After one semester, the student would be retested. If a committee, composed of the teaching team and a counselor, feel the student could achieve in another curriculum, his schedule would be planned by a counselor. Students who have not made satisfactory achievement in the first semester would be retained in the core program for one additional semester.

4. At the end of the second semester an evaluation for each student remaining in the program would be made to see if the student is ready to enter a transfer or occupational program. A broad variety of programs should be available within the ability range of many of these students.

5. This recommendation should be referred to the Curriculum Council.

6. Data should be gathered and evaluated throughout the program. This could be the function of an Office of Institutional Research.

Expansion of Reading Services:

Delta College currently offers two reading courses. Students who place at the 30th percentile or lower on the Delta Battery Reading Test are placed in Reading Techniques (English 66) and receive two hours of service credit. The second reading course (English 121) is entitled Reading Development for which students receive three hours of credit. Students elect English 121 if they feel need for assistance in improving their reading comprehension and speed.

Both courses are primarily developmental reading courses which are designed to increase reading efficiency. The courses are based on the premise that students are able to read. Diagnosis and treatment for students with reading disabilities are not provided. Although faculty members recognize the limitations of the courses, they have been handicapped by the lack of a reading laboratory, equipment, and diagnostic procedures. The present equipment is limited to classroom use and cannot be adapted to the individual needs of the student.

Most of the colleges visited by the Project Team offer developmental reading programs connected with laboratory facilities. The use of a laboratory enables the student to have a learning experience in the classroom followed by practical experience in the laboratory. Most community colleges do not provide diagnostic services and corrective treatment for reading disabilities. Members of the Team did observe three facilities for diagnosis and corrective programming: The Univeristy of Michigan Reading Clinic uses primarily a psychological approach, the Reading Clinic in Philadelphia uses a physiological approach, and the Reading Clinic in Pontiac uses a multiple appraoch.

The multiple approach appears to be the most realistic for maximum service to the student. In order to use a multiple approach, it is necessary to have a combined laboratory and reading materials center with diagnostic services.

RECOMMENDATION: To establish a reading laboratory and materials center in the former Student Services Office to more fully utilize present equipment and staff. (Immediate Range) (See Space and Scheduling Section)

Since Delta already has the equipment and staff this could be implemented with a minimal cost. A study shoudl be made to determine the use of present equipment and additional equipment needed. The J-Wing office provides flexibility in use of space, ease of supervision, and access as well as room for expansion of services. The students would be assigned a specified number of hours per week to use the laborabory where all needed materials would be available.

RECOMMENDATION: To conduct an open house for the entire faculty to demonstrate the reading laboratory and materials center. (Immediate Range)

If the faculty has a better understanding of the purpose of the services, as well as the equipment and materials used, more students would be encouraged by their advisors to take English 121. There are many students at Delta College reading below college level who are not required to take English 66 but who would benefit from English 121.

RECOMMENDATION: To establish a diagnostic reading clinic. (Short Range)

Among the students who are required to take English 66, there may be multiple reading disabilities. All students should not follow the same program in correcting individual disabilities. After the reading problem is diagnosed, the students could be arranged in groups according to disabilities within a given class. The instructor plans and supervises the student's reading program. By using work-study students as assistants, a larger number of students could be helped more effectively. The diagnostic testing could be done in the former counseling offices in the J-Wing.

To establish a Reading Clinic, the following procedure is suggested:

1. Send a member of the reading staff to observe the procedures at the Reading Clinic in Pontiac, Michigan. The faculty member should spend one or two weeks observing diagnostic procedures and determining materials and equipment needed.

2. Secure the needed equipment, such as the Orthorater and Audiometer, for testing.

3. Secure or develop short tests to determine the extent and type of reading disability.

4. Initially establish the Reading Clinic for the Diagnosis of Delta College Day and Evening Division students.

RECOMMENDATION: To offer the services of the Reading Clinic to the Tri-County area school districts. (Short Range)

Although this is considered as short range planning, further study through the Office of Community Relations with the aid of a lay advisory committee, should be made immediately to determine if:

1. surrounding school districts would be interested in utilization of the services of the clinic.

2. an investigation should be made to determine what funds are available by working through the Office of Governmental Programs.

RECOMMENDATION: To study the extent to which correction of mixed dominance may benefit individuals with reading disabilities. An individual with established dominance is "normally" all one-sided; that is, right-handed, right-eyed, right-footed and right-eared. (Immediate Range)

In conducting the investigation, the Preliminary Scout Team reports on reading can be utilized. Existing studies referred to in the reports and the work of Robert Morse at the University of Plano at Plano, Texas, should be evaluated.

RECOMMENDATION: To conduct a three-part study at Delta College in the academic year 1967-68 to evaluate the effectiveness of including a special physical education program in conjunction with English 66. (Short Range)

We believe that after the existing studies and the work of Robert Morse have been examined, there will be strong evidence to support the validity of conducting such a study.

The following is a suggested format for the study:

1. Volunteers for the study could be drawn from the students enrolled in English 66. These students would be tested for dominance. The students with mixed dominance would be selected for the study.

2. Three groups of 30 to 40 students per group would be divided as follows:

   a. The first group would serve as a control group and receive only the reading improvement course.

   b. The second group would receive one hour of regular physical education per day in addition to the reading improvement class.

c. The third group would receive one hour per day of special physical education designed to develop one-sided dominance and coordination.

3. The Study should be conducted jointly by the Improvement Division, Physical Education Department, and Office of Institutional Research. On the basis of the study it could be determined if:

a. the study should be repeated on a larger scale.

b. the study supports the use of special physical education in the core program for low achievers.

RECOMMENDATION: To investigate the availability of federal funds for the financing of the reading clinic, laboratory, materials center, testing equipment, and the three-part study. (Immediate Range)

RECOMMENDATION: To conduct a summer reading institute at Delta College cooperatively planned with a degree granting institution. (Intermediate Range)

The institute could include Psychology of Learning, Developmental Reading, and Diagnostic Reading. It would provide the Tri-County elementary and junior high school teachers with an opportunity to receive additional training while remaining in this area. It would also utilize the reading laboratory and materials center more fully.

RECOMMENDATION: To develop a course entitled "Reading for the Executive" and/or "Reading for Professional People" to be offered in the Evening Division. (Immediate Range)

At Henry Ford Community College eighteen executives, with doctorates, participated in a reading program at the request of their employer, Ford Motor Company. The participants requested the program be repeated. There are probably many individuals in the Tri-County area who would be interested in an Evening Division course designed for good readers who desire to increase their reading efficiency.

Expansion of Occupational Curricula

Occupational curricula at Delta College require Associate degree competency and take four or more semesters to complete. Programs are in business, technology and nursing. The demands of present occupational curricula make it impossible for many students to successfully complete the business and technical programs now offered. There is little else for these students who are unable to succeed in transfer or terminal programs to do but leave the College. The intent of our recommendations is to better serve the needs of both this group and the community.

RECOMMENDATION: To expand the occupational curricula at Delta College.

A predominant feature of comprehensive junior and community colleges visited by the Summer Study Team was the variety of curricular choices. In comprehensive colleges the spectrum of occupational programs available to students was designed to parallel the variety of abilities and levels of achievement representative of the employed population of the college district. Many of these courses of study did not lead to an Associate degree. The primary emphasis was on providing the student with a salable skill. Also, the occupational requirements of the college district were reflected in the curricula of the college. We believe that this feature should be incorporated at Delta College in keeping with our objectives.

No priority was assigned to this recommendation because of its broadness. We believe that action should begin immediately, but we realize that some phases must follow over a longer period of time.

1. Occupational studies should be utilized to determine the needs of the Tri-County area and present source of skilled personnel who now fill these needs.

2. After the specific needs have been determined, a lay advisory committee should be appointed to help develop:

    a. occupational entry criteria

    b. curricula

    c. class content

    d. tests for present and future occupational curricula

    There should be an occupational lay advisory committee for each curriculum. The recommendation for expanded use of lay advisory committees is explained in a succeeding section.

3. Throughout the entire process, close contact should be maintained with the following agencies:

    a. the Michigan Department for Vocational Education

    b. vocational education departments in the local high schools

    c. trade unions and agricultural organizations

    d. the Michigan Employment Security Commission and the Office of Economic Opportunity

RECOMMENDATION: To sequence, where possible, occupational curricula so that general education courses may be avoided during the first and second semesters. (Short Range)

Success in classes readily identified with occupational objectives usually re-inforce motivation. Also, students with academic deficiencies are more likely to be successful in occupational courses which would give them a greater opportunity to adjust to college life before becoming discouraged by general education courses. We anticipate that a large number of students will leave Delta College before completing the entire program, but we expect many will return, primarily to the Evening Division, to finish their graduation requirements.

Extension of Services

RECOMMENDATION: To work in close cooperation with the Office of Economic Opportunity and the Michigan Employment Security Commission to help develop needed retraining and upgrading programs. (Immediate Range)

This is consistent with our objective to provide occupational training.

As Delta College expands its curricula and Improvement Division offerings, the upgrading and retraining programs will be strengthened. These could be short-term courses leading to immediate employment or longer programs. Several community colleges, both in and out of Michigan, are now involved in such programs. Some of the classes might be taught away from the College campus.

RECOMMENDATION: To have Delta College take an active role in Project MEMO. (Immediate Range)

Project MEMO (More Education, More Opportunity) which is federally funded, offers us an opportunity to explore new techniques in persuading individuals to avail themselves of educational opportunities. It can provide the staff with valuable experience and the community with a worthwhile service. Information is available in the Student Personnel Services Office.

A team of faculty members, under the direction of the Student Services Office, should be recruited to assist in carrying out Project MEMO.

Conclusions

The students referred to in this section, those who are inadequately prepared to complete programs now offered at Delta College, represent one of the major challenges to the community college. The fact that a substantial number of entering freshmen are in this category is only a small part of the problem. Must we not also concern ourselves with the hundreds, or more likely thousands, of potential students who may never present themselves at our doors?

We submit these recommendations with a note of caution, not to be confused with pessimism. A commitment by an institution to attempt to meet the needs of the group carries with it an acceptance of a variety of problems. Some community colleges have chosen not to make this commitment.

The definition of the word success is of prime importance. Some equate it to attainment of an Associate degree. If this is to be our thinking, then failure is probably inevitable for this group. On the other hand, if one defines success as the attainment of an employable skill or the acquisition of basic skills that will result in a more complete citizen, then we are optimistic about the outcome of the recommendations.

The atmosphere which prevails in this nation today could hardly be more ideal for embarking upon programs designed to serve this group. For reasons ranging from altruism to hard-headed economics, government, industry, and individual citizens are providing massive support for such programs. With moral and financial support available, it is our belief that failure to lend our resources to this movement constitutes a breach of responsibility.

C. Methods of Instruction

Delta College is committed to an eclectic approach to teaching under which the faculty is committed to no single plan or method of teaching but one under which they are encouraged to experiment with varied types of teaching--all, however, addressed to the particular purposes of a segment of instruction. This commitment to varied types of teaching and to an experimental attitude is centrally important to the establishment and maintenance of the truly dynamic institution which the College aspires to be.

In its visits to colleges in all sections of the nation, the Team observed a variety of methods of teaching and plans for instruction. Several of the methods observed are already being used at Delta College. Some not now being used will be tried out by Team members in their own teaching. Without attempting to urge the adoption of any particular plan or plans, the Team reports the following examples of methods of instruction which members of the Delta College faculty may wish to consider.

Team Teaching

Many of the schools visited or studied used the team teaching approach in one form or another. At San Bernardino Valley College several instructors were involved in the planning preparation, and presentation of the required humanities course. This course was block scheduled for one large two-hour lecture, followed by smaller discussion sessions. By focusing on a single area, the several subject matter specialists were able to relate their subject to the focal area within the block of time. Delta College has had experience in the use of this type of teaching in several courses in the College of Letters.

Another type of team teaching is in use at Parsons College. Lecturing is done by the master faculty member, and the preceptor directs the discussions. Where individual student help is necessary, a tutor is provided. The teaching team then consists of the master teacher, the preceptor, and the tutor.

This method finds a somewhat different application at Antioch College. The preceptor serves only as a guide to a small preceptorial group. This group determines its course of study and methods of pursuit. The pursuit may involve the attendance at certain lectures given by the master lecturer, or any other method chosen by the group.

Colloquium

The senior colloquium at Monteith College of Wayne State University is a requirement for the Baccalaureate degree. Each small group is presided over by an expert faculty member or perhaps a vice-president, or president of the college. Students choose a major topic at the suggestion of the director and present pertinent papers on the topic.

Seminars

One often hears the comment that seminars offered at the community college level are not practical because of the difficulty encountered with the transfer problem. Many of the community colleges studied offer such courses despite this problem. San Bernardino Valley College offers seminars in science and other disciplines, and asserts that the individual attention and the motivational factor generated transcends the transfer problem.

Slow-Pace Courses

The Project Team encountered one school which is offering a regular credit English course scheduled over a two-semester period. At Macomb County Community College, students with low entrance exam scores are placed in this "slow-pace" English course with the idea that given enough time even the "low-achiever" may well succeed. Other schools will follow the progress of this course to determine its value to other subject areas.

Large Group Instruction

The use of large lecture groups is not at all new. Lower level courses in larger universities have long used such groups. However, with the use of newer technology many of the obvious deterents to good teaching have been overcome. In our summer studies we became aware of many schools with facilities which were specifically constructed to incorporate the newer technological advances. The inability of students to hear has been overcome by proper sound dispersal systems. Visual problems must be considered in the design of the facility; but in general, the use of large rear projection screens, upon which several visuals may be shown simultaneously, helps to solve the visual problem. Some large group instruction halls, such as those at Florida Atlantic University and Pasadena City College, use a student response device which allows the lecturer to see on a console how the lecture material is being presented. The letcurer has at his disposal the use of technicians and ample clerical help for roll taking and student evaluation. In some schools this clerical and evaluative work was expedited by the computer.

Simulations

Simulations are really "games" which try to simulate actual situations. The student becomes aware of the pressures and problems which come with real life situations. There are "management games" and other types of "games" which can be used in many other situations.

The Western Behavioral Sciences Institute of La Jolla, California has been working on this type of simulation in the fields of sociology and political science. They have so far developed two such "games" in political science. These deal with international relations and the legislature.

Independent Study

Educators have been impressed by the statistics concerning the tremendous expansion of human knowledge and by the exponential growth of human population as well as troubled by the problems raised in conveying the knowledge to this increasing number of students. One answer is to give the student the opportunity to learn where to get and how to recognize the information he needs. Perhaps more broadly, the student should have wide experience in the self-persuit of knowledge, and it is up to the educators to provide that opportunity.

Independent study here is defined as a method by which a student may pursue a certain course of study by himself without the aid of a classroom learning situation. Methods for implementation of the independent study ideas have been developed in two general paths quite opposite in direction. One group of educators considers that by intelligent use of the technological developments, a single fine teacher can convey the knowledge to many and still have the opportunity to interact directly with the student, individually or in small groups. This group of educators would tend to rely on highly structured independent study methods, in which the independence is in terms of pace and time. The highly structured methods can be divided into two categories; namely, the audio-tutorial method and programmed learning. Within the programmed learning method is found the computer assisted programs, microfilm programs, teaching machines, and textbooks that have programs build into them.

The audio-tutorial method uses films, sound tapes, slides, textbooks, and consultation with the instructor. Almost any course can be taught by this method. It is being used for most courses at Oakland Community College. Laboratory experience has been usefully exploited by Postlethwait of Purdue University for his botany classes and by Valentine at Bell Telephone's school in Detroit. In this method the sound tape directs the student to read specific material in his text after which he returns to the tape for a resume lecture. The films and slides are used to clarify and illustrate part of the lecture.

In the computer assisted type of learning, the course is programmed into the computer. The student sits at the typewriter terminal of the computer and follows the directions typed by the computer and responds by typing answers to questions asked. Experiments using this method are being conducted at Oakland Community College and at the Center for Research on Learning and Teaching at the University of Michigan. Each has a console outlet for a 1050 IBM computer which is located at Yorktown Heights, New Jersey. The transmission is done through the courtesy of the IBM Company.

The micro-film method, also in the experimental stage, makes use of the Fairchild Reader Printer and follows the general pattern of programmed courses. The directions are on an 8mm piece of film situated at the outer edge of a 3 x 10 card. The student places the card in the projection machine and follows the directions shown on the screen. If a set of written items is required, he activates the printer and gets a page-size reproduction of the film on which he can write out the answers to the questions and hand to the instructor.

In a programmed machine the answers are covered until the questions are answered by the student. He then checks his answer. The machine directs his next course of action depending whether his answer was correct or not. The textbook programs do the same thing but leave it to the student to keep the answers covered or put them on a later page. A large variety of such books are published and many are listed in Hendershot's Bibliography of Programmed Material. Many schools and industrial firms are making use of such textbooks in a variety of ways. Delta College has used them extensively in their Improvement Division courses and many Evening Division courses. Los Angeles Valley College offers over 70 courses by means of programmed instruction on a non-credit basis for day and evening students.

A number of community colleges have provided the opportunity for students to receive "credit by examination". This opportunity is often greatly restricted by "show-cause" statements and grade point restrictions and is therefore little used. The possibility of tying credit by examination more directly to programmed learning appears to be worth trying.

The other group of educators feels that what is learned is of less importance than how it is learned, and they leave the student to determine what, and more important, how he shall learn. This sort of independent study is completely without structure. This type of study is favored at such schools as Stephens College, Antioch College, and Monteith College of Wayne State University. They believe that this aim of independent study is to develop self-starting, self-propelling, self-teaching students for whom the brush with ideas during the college years is the merest beginning. Through independent study the student can discover what is involved in planning, executing, and evaluating a course of study. Another similar method would have the student use the syllabus as a guide to the type of reading he should do. One key to the success of such a system appears to be faculty who are library oriented. Contrary to general supposition, national surveys indicated that the average ability student gains more from independent study than does the superior student.

Independent study serves to:

1. extend the range of subject matter that the student can explore.

2. provide the useful means of circumventing schedule conflicts.

3. allow the student to pursue a course at his own pace. There are some situations where a learner can make up in a short time several prerequisites in order to pursue his curriculum.

4. enable a student to pursue a course of study where the number of students enrolled in that course makes it uneconomical to offer the lecture type.

5. offer the student a chance to test his self-teaching capacity and to train himself to this end.

Many of the members of the Project Team have made definite plans to put to use some of the innovative ideas and teaching methods which have been observed. Upon examining the many ways in which programmed learning can be used, some members had reservations of one kind or another. However, most did agree that this system had certain merits. All of the Team members indicated that in future teaching they would be concerned with spelling out, in more detail, the objectives of each unit of work. Terminal behavior patterns will be of prime consideration.

A member of the language department would like to write learning programs for certain more difficult units. Another member indicated that he will attempt to plan his geology course along "systems approach" lines and then tailor the proper audio-visual material to fit the unit objectives. He will employ independent study techniques and devices in the laboratory, especially to teach procedures and use of equipment. He has indicated a willingness to assist others in the development of methods to determine objectives for their subject materials and suggests that this could be accomplished by one or more workshops.

Several other departments will provide opportunity for more independent study. The mathematics division plans to make use of available learning programs for part of the calculus course. They will also examine the possibility of using single-concept films for teaching parts of the slide-rule course. The Evening Division is planning a self-learning center which will make programmed learning materials available to interested people either in their homes or for library use.

The biology department will make use of 2 x 2 slide-audio tape presentations for laboratory supplementation. Schedules have been revised to allow a limited amount of released time for two staff members to work on this aspect. Ideas are being considered to employ the problem-project method of independent study in one of the biology courses, and in this light a botanical bibliography was prepared by the library staff. A member of the business division plans to provide a file of all exams for student use so that they may determine their own readiness to complete a unit of work.

One of the most dynamic uses of the multi-media approach at Delta College is the audio-tutorial program planned in the Nursing Division. One member of the staff has devised, and used experimentally, audio-tutorial materials. Based on the data, an application for federal funding to set up a complete audio-tutorial laboratory has been approved. A great deal of this work was complete before the work of the Summer Project began. However, many ideas studied this summer have contributed to the thinking which will go into the completion of the program.

Several Project members plan to make use of audio-tapes in one way or another. One member plans to use tapes with 2 x 2 slides. Another plans to use tapes in conjunction with a booklet of other visuals to which the tape will make reference. This booklet will include tables, charts, diagrams, etc. Other members plan to make review tapes which will be made available through the audio laboratory.

At the beginning of the summer, several members of the Team were more than somewhat apprehensive about the effectiveness of large lecture sessions. After having studied and observed such lectures, most members are convinced that the problems inherent in the technique can be overcome. Sections of one hundred students in biology classes will be scheduled for the fall semester. Large sections are also being planned in geology, humanities, social science, and certain business courses. A lecture technique used at the Michigan Bell Telephone Centralized Plant School in Detroit, in which short lecture topics are condensed into five or ten minute presentations, will be used in certain biology classes. A transparency containing all questions pertinent to the lecture will follow the presentation. Students will be given a few minutes to discuss the questions in small prearranged groups on their own before the lecturer procedes to the next lecture unit. Use of the team teaching technique will be re-evaluated to determine if it has a place in teaching humanities courses.

The Political Science department plans to investigate "simulation" as a method of teaching in such areas as legislative procedures.

D. Lay Advisory Committees

As a method of articulation between the community and Delta College, the use of lay advisory committees can serve as an important communications link. Such committees have for years been effectively used in determining course offerings and content of occupational curricula. These occupational lay advisory committees are usually composed of from five to nine members from the same occupation. More recently the concept of lay advisory committees has been broadened to include committees appointed for a general purpose. These general lay advisory committees contain from ten to thirty members and usually membership is more or less representative of the broad spectrum of occupations found in the community. The purpose of a general lay advisory committee is to assist in determining objectives and broad policies rather than to advise dealing with specific curricula and course content. The committee gives advice regarding the emphasis that should be given to a variety of programs. The committee often helps to gain public support, identify the need for trained persons, and establish priority for future additions or deletions of curricula.

Lay Advisory Committees at Other Community Colleges

The following represents an idealized description of lay advisory committees. But, in those colleges where the use of committees is highly developed, practice approaches the ideal.

Lay advisory committees are organized for the purpose of offering advice and council to school administrators. Legal administrative authority is vested in the board of trustees. The following list illustrates the major purposes of lay advisory committees:

1. They can effectively serve in helping to determine and verify the needs of occupational programs, general studies, and adult education classes.
2. They can provide better understanding of education in the home, the school, industry, and business.
3. They can help the school maintain curricula based on the needs of the community.
4. They can assist in securing qualified faculty and in referring desirable students to our services.
5. They can assist in securing up-to-date equipment, often in the form of gifts or loans from local business and industry.
6. They assure the College that jobs will be available for our graduates.
7. They are often the first to sense a need for curriculum change.
8. They can be well qualified to scrutinize the content of certain courses and suggest revision if needed.
9. They can assist in developing entry criteria and tests for greater assurance that the student has made an appropriate curricular choice.

The authority for the establishment of lay advisory committees rests with the Board of Trustees. Membership appointment is likewise to follow a prescribed procedure. Selection for membership is to be made carefully in order to be reasonably sure that members have the experience, respect of associates, time, and a sense of responsibility necessary for the task. The number of members appointed to a lay advisory committee must be adequate for its purposes. For a general lay advisory committee 10 to 30 members is usual, and five to nine members is considered appropriate for an occupational lay advisory committee.

The question concerning the term of office and termination of service deserve more detailed consideration. Term of office at all the schools using lay advisory committees was for one year with optional reappointment. It was emphasized on more than one occasion that as a matter of courtesy and consideration for the member's time, reappointments were for not more than two additional years. It was also the practice in general to change about one-third of the membership each year.

Because the colleges felt a genuine appreciation for the services performed by the members of the lay advisory committees, termination of service was a ceremonious event. In most cases this was accomplished by having an annual dinner for all committee members. Often the dinner included dancing or entertainment. The highlight of the evening was, of course, the recognition of those terminating membership. At a few schools a plaque was awarded. A certificate of appreciation was presented to all members each year.

There are no special modes of operation for lay advisory committees. It was indicated on a number of occasions that there needs to be a carefully planned agenda mailed to members well in advance of the meeting. The meeting need not be rigidly conducted, but a reasonable amount of formality appeared to expedite the order of business. Minutes of all meetings need to be recorded, duplicated, and mailed to the membership and president of the college within two days after each meeting. There is little consensus as to the number of meetings that should be held. There was agreement, however, that those who met only once or twice per year could not achieve the exchange of personal opinions and experiences necessary for the active solution of problems.

The role of the chairman and secretary are particularly serious problems. The opinion was often expressed that the value of the entire committee rested on the selection of the chairman. Some colleges solved this by having a representative of the college serve as chairman. Other colleges said this practice created more problems than it solved.

The Use of Lay Advisory Committees at Delta College

Delta College has used both the general and occupational types of lay advisory committees. There presently is not an active general lay advisory committee. Occupational lay advisory committees have been used primarily to inaugurate technical curricula, but have not remained active once the programs were started. At present there are three active lay advisory committees. These committees are the architects' committee, the chemical technology committee, the police science curriculum committee. The Evening Division also has utilized the advice of committees for the specific purpose of initiating courses and programs of study.

In making recommendations for a more active use of lay advisory committees, it is understood that the involvement of the community in the College affairs holds many promises as well as problems. Skill in the effective use of lay advisory committees requires years to develop, therefore it is best we start now.

RECOMMENDATION: To establish a committee responsible for developing and publishing a _Manual for Lay Advisory Committees_. (Immediate Range)

This committee should be composed of the Director of Community Relations and appropriate division chairmen and directors.

It is suggested that the _Manual_ elaborate on the following outline:

1. a brief definition of lay advisory committees

2. the purposes of lay advisory committees
3. a description of:
    a. a general lay advisory committee
    b. an occupational lay advisory committee
4. procedures for establishing lay advisory committees:
    a. The following are criteria to be used in the selection of committee members:
        (1) available time and enthusiasm
        (2) representation from business, industry, and the geographic area
        (3) respect by his occupational peers
    b. number of members
    c. term of office and termination of service
5. the responsibilities of the college representatives
6. conduct of meetings and duties of the chairman and secretary
7. the procedure to follow in making recommendations to the College
8. the procedure to follow in reporting action taken on recommendations

There are on file in the Study Project Library examples of lay advisory committee manuals as well as a model handbook contained in an unpublished manuscript entitled A Study of Current Practices and Development of an Advisory Committee Handbook by Chester Gromacki.

RECOMMENDATION: To establish a system of standing general lay advisory committees. (Short Range)

RECOMMENDATION: To establish a standing occupational advisory committee for each occupational curricula. (Short Range)

The purpose and mode of operation of the committees referred to in the above recommendations are to follow the requirements in the Manual for Lay Advisory Committees.

E. Intern Program

We view the recruitment of faculty as forming the basis for one of the major foundations of a comprehensive community college. Too often we employ teachers who have little understanding and less sympathy for the philosophy of the community college.

Part of the solution for this situation lies in recruitment policies. Through proper questioning, the philosophy of a candidate can be solicited and evaluated in terms of college objectives.

A more formal means of insuring the selection of desirable faculty is to provide an intern program. Such a program would foster better understanding on the part of the trainee and be of mutual benefit to both the intern and the College.

RECOMMENDATION: To establish a community college instructor intern program at Delta College in cooperation with Central Michigan University and/or other four-year institutions. (Intermediate Range)

III. LEARNING AND INSTRUCTIONAL RESOURCES

Over one-fifth of the institutions visited by SEE were using some type of "center" as a specialized depository for materials of an instructional nature. An additional one-fifth of the colleges visited were planning or experimenting with the "center" approach. There appears to be a wide range of titles and functions for these "centers". Some are designed to serve primarily student needs; some are designed to provide tools and materials for faculty use in classroom instruction; and, a few are a combination of the student and faculty oriented center.

Throughout the country a definite trend was observed toward providing learning facilities for the students' use at a central location. Consistently the library served as the centralizing force as evidenced in the plans of colleges such as those in the Junior College District of St. Louis - St. Louis County. The central location, organized around the library, usually included books, audio tapes, records, films, slides, programmed materials, and the necessary supporting facilities such as listening laboratories, record players with ear phones or sound-proofed small rooms, tape recording facilities, carrels equipped for motion picture and slide viewing, as well as individual carrel video-tape viewing.

RECOMMENDATION: To direct activities toward the goal of developing a Learning and Instructional Resources Center. (Intermediate Range)

The Center should encompass the entire communications and technological complex devoted to the learning and teaching process: the library, instructional radio and television, films, graphics, audio and visual aids, language laboratories, computers, teaching machines, and other technical equipment yet to be developed.

The present staff in the library, audio-visual materials, television, and computer instruction should work jointly toward the most expedient method of orderly progression within the next two to five years. This Center may:[1]

1. catalog and inventory all types of books, films, models, exhibits, artprints, slides, and microfilms.
2. maintain and service all teaching tools used in the college.
3. inform instructors of new equipment and AV techniques.
4. produce materials which are unique to specific teaching situations.

[1] Amo De Bernardis, "Media, Technology, and IMC Space Requirements," Audio-Visual Instruction, Vol. 10, No. 2 (February, 1965), p. 108.

5. provide assistance in locating materials.
6. assist the student and teacher in the use of the equipment.
7. provide space for preview, audition, and trial of media.
8. serve as a comprehensive learning laboratory for all types of materials and equipment.
9. provide a continuous program of evaluation of its services.

Materials collected by SEE may provide sources for guide-lines to the proposed action.

A. Library

Every college student, regardless of his innate abilities, needs the tools with which to work, needs to know where to obtain them, and needs to know how to use them. While every faculty member has a direct obligation to help and to guide the student in these matters, it is the library and the librarians who usually become the focus for the finding of learning tools and for making them available and meaningful to the student. To this end the library should be more than a mere collection of books where one enters on tip-toe, talks in whispers, and leaves as unobtrusively as possible.

The role of the library should be to support the objectives of the college. Thus, if the college is fully committed to a policy of serving the whole community, the college library should be so set up and organized as to best serve, not only the faculty and students, but the community as well.

The Summer Project Team attempted first to determine what facilities the College Library has and how they are used. Then by observing the libraries of other institutions, talking with librarians, faculty, and administrators, and by extensive reading, recommendations are suggested which, it is to be hoped, would make the Delta College Library more efficient and effective.

A Description of the Present Situation

The Library of Delta College occupies attractive quarters in a central area near the front of the building. It has facilities on the lower, ground floor, and balcony levels. Furthermore, the building is so constructed that with little change the front area known as the A-Wing can be made a part of a complete and unified library complex. At the present time, however, this A-Wing area is shared with the television department and most of the third floor area is used for classrooms.

At present the Library has a seating capacity for approximately two hundred and eighty students using chairs at round tables. Practically all books, including most reference materials, are on open shelves and readily available to the students. The reference section, which is on the balcony, has a reference librarian on duty during most of the school day while another librarian serves the students on the main floor. Besides reference materials, the balcony also has the government depository, older periodicals, and several microfilm viewers including a reader-printer. The main book collection, current magazines, and the card catalog are located on the ground floor.

In 1966 the Library had in excess of fifty-thousand books, making it the second largest community college library in Michigan. Only one community college library in Michigan has more volumes, and this larger library also serves a four-year branch of the University of Michigan. Delta College's annual budget for books is about twenty thousand dollars.

Periodicals, which number about two hundred and seventy, are selected largly because they are found in the various periodical indexes. In addition to its other excellent facilities, the Library has the use, without cost, of the Saginaw Hoyt Library's "hot line" to the Michigan State Library in Lansing, which allows the College Library to obtain loans quickly from this large central source.

The cataloging department, on the lower level, has the services of an experienced cataloger, one clerk, one typist, and the equivalent of one full-time student. The College owns a complete set of the Union Catalog, which had a purchase cost of two thousand dollars. About four hundred books are cataloged each month. While the cost of the catalog was fairly high, it does allow the Library to catalog books with a minimum of delay and little subsequent expense. By using the College printing service, cards can be duplicated quickly and cheaply.

The Library does not attempt to do any binding but sends books out to a jobber. All paperbacks are bound, however they are purchased only when hard bound copies are not available.

Periodically the Library publishes the "Bookmobile" which is an internal publication listing all new titles available for circulation.

The staff presently consists of four librarians hired on the basis of eleven month contracts, four clerks who, while not professionally trained, do have considerable background and can operate at a high level of efficiency, and sixteen students, each of whom works two hours each school day.

Book circulation for the school year 1965-66 totaled 23,000 volumes or an average of four books per student during the first two semesters. During the first half of the 1966 summer term, the average circulation was two and one-half books per student.

Findings of SEE

The Project Team found that many of the college libraries visited have incorporated ideas which are either unique or practical. The Team selected a number of these ideas which might have a place in the Delta College Library.

Most of the colleges visited tended to be learning and instructional resource centers. They were often the center for obtaining and using such self-teaching devices as audio-tapes, records, programmed learning materials, and motion picture projectors.

Imaginative use of furniture, the use of carrels, and the artistic display of books and art objects were often noteworthy. Some used narrow tables. All had their reference departments on the main floor where they were easily accessible. A few libraries used data processing equipment for checkout control and as a means of obtaining statistics or for printing book catalogs. Most were open in the evening hours, and many had hours on Saturdays and Sundays. Many of the libraries were carpeted to decrease noise and to add to the attractiveness of the surroundings. Practically every library had some characteristic which impressed the Team and which seemed to improve the use or attractiveness of the library. For further descriptions it is suggested that the Summer Project Library be checked, particularly for the files on Cerritos College, Chabot College, and Miami-Dade Junior College.

Many of the recommendations which follow are the result of ideas found in college libraries visited by the Summer Project Team or suggested through the reading and study of the Team. With the view that the Library will be the focal point of a learning and instructional resource center, the following recommendations are proposed:

RECOMMENDATION: To reorganize and rename the present library committee so as to encompass the broader concept of a learning and instructional resources center. (Immediate Range)

The present library committee should be reorganized as soon as possible to include, not only those interested in the Library as such, but those faculty having an interest in and knowledge of the learning resources center concept. Furthermore, the name of the committee should be more meaningful for this new and enlarged purpose.

RECOMMENDATION: To provide for greater utilization of the Library by Evening Division students through an extension of library hours and provision for professionally trained personnel during these hours. (Immediate Range)

At the present time, many students, especially those in Evening Division classes, find it difficult to use the Library. The Library should remain open from Monday through Thursday from 8 a.m. until 9 p.m. and on Fridays from 8 a.m. until 5 p.m.

RECOMMENDATION: To extend Library privileges to all educators in the Delta College District. (Immediate Range)

Included in this privilege should be the right to check out books for specified periods of time. The small cost and inconvenience involved would be more than offset by the good will created and the contacts made with area teachers.

RECOMMENDATION: To open the west door of the Library for student and faculty use. (Immediate Range)

With this door closed, the Library is less accessible to those on the west side of the building, thus reducing its use. To discourage the use of the Library as a passageway to the east wing, the furniture could be rearranged. In order to retain a single checkout desk, the west door should be for entrance only.

RECOMMENDATION: To prominently display student and faculty works of art in the Library. (Immediate Range)

Such works of art could be displayed on a monthly or rotating basis. The same plan might also be followed in displaying artistic works in the administrative wing or in other areas where visitors are frequently received.

RECOMMENDATION: To consider purchasing carrels and narrow tables for the Library. (Immediate Range)

Carrels provide the opportunity for greater individual concentration and can be equipped with a variety of self-teaching devices. Narrow tables placed against walls tend to reduce conversation. (See Space and Scheduling Section)

RECOMMENDATION: To display pertinent new books for at least two weeks prior to general circulation. (Immediate Range)

This system would allow students and faculty to examine new books and become acquainted with them before they become "lost" in the general circulation mill. In addition, new books, for which there is likely to be more than the usual demand, should be circulated for definite and rather short periods of time.

RECOMMENDATION: To place on reserve one or two copies of each currently used textbook. (Immediate Range)

This would make textbooks available to those students who have temporarily lost the use of their own text.

RECOMMENDATION: To establish program whereby a variety of programmed learning materials would be made available in the Library. (Immediate Range)

Readily available programmed materials can often be of great help to the student who needs a variety of approaches to his subject matter. These materials would form the basis for the proposed self-learning center.

RECOMMENDATION: To provide easily accessible space in the College Library for the books, pamphlets, and innovative materials gathered by the 1966 Summer Project Team. (Immediate Range)

When space becomes available, a library for faculty and staff should be established in the area now occupied by Saginaw Valley College. (See Space and Scheduling Section)

Continued faculty growth is dependent upon faculty study. Having professional books and periodicals available in a place conducive to study will encourage the professional growth of the faculty.

RECOMMENDATION: To make a college-wide survey of the relationship of the Library to instruction. (Short Range)

The survey should be so worded that any criticism of the present use of the Library can be indicated and any suggestions for improvement be voiced.

At the present time it is obvious that the Library is not used nearly as much as it should be. Since one of the criteria by which the North Central Association judges a college is the use it makes of its library facilities, such a study is certainly needed.

Dr. B. Lamar Johnson has suggested that inquiry forms be addressed to faculty members, librarians, and students to determine:

1. what is being done to assure effective use of the Library.
2. what additionally might be done to increase the effective use of the Library.

RECOMMENDATION: To conduct a cost study of the various Delta College Library operations as compared with costs at similar institutions. (Short Range)

This study should include, among other things, the cost of cataloging books and the cost of various check-out systems.

RECOMMENDATION: To place on reserve at local city libraries books in great demand by Delta College students. (Short Range)

It is often difficult or expensive for students to come to the Delta Campus at night or on week ends, and this arrangement would make the needed materials readily available.

RECOMMENDATION: To initiate a cooperative study between the Saginaw Valley College Library and the Delta College Library to establish complimentary areas of subject matter specialization. (Intermediate Range)

Under this plan, students from each college would be assured easy access to each library.

Duplication of expensive and rare materials is not necessary in colleges so near to each other. Furthermore, such arrangements are conducive to increased good will between the schools.

RECOMMENDATION: To consider the feasibility of placing new Library personnel on two-semester contracts.

The low enrollment in the summer semester reduces the work load. Using this type of contract might bring both economies and greater flexibility to the Library's administrative structure.

RECOMMENDATION: To consider the feasibility of inserting metal strips in library books with the installation of the appropriate check-out system. (Intermediate Range)

With this type of check-out and with properly equipped turnstiles, it would be difficult to take out books without permission. The system might also reduce the need for some Library personnel. This system is being used successfully at Miami-Dade Junior College.

RECOMMENDATION: To consider assigning librarians as ex-officio members of some College divisions. (Short Range)

Cooperation with the various divisions on the best use of the Library could result in better communication and increased use of the facility. Furthermore the assigned librarian could be most helpful in aiding the faculty in getting book lists, finding new materials, and aiding in library projects for the various departments. This method is currently being used at Mt. San Antonio College.

RECOMMENDATION: To study the feasibility of using computer equipment in the Library. (Intermediate Range)

Several advantages were claimed by persons at colleges visited by the Team:

1. the preparation of a book catalog which could be placed in various parts of the College

2. a readily available inventory of books

3. quicker dispatch of overdue book notices

RECOMMENDATION: To investigate the use of carpeting on both floors of the Library. (Intermediate Range)

Carpeting reduces noise, creates better study conditions, and is less expensive to maintain than are tile floors.

B. Audio-Visual Materials

In this section the term "audio-visual materials" is used in a general sense to denote any material, device, machine, or any combination of these, which the teacher and the student may use in the teaching-learning process to facilitate learning. Audio-visual materials peculiar to a specific discipline are excluded from consideration in order to narrow the discussion to those which can be used in many disciplines.

The following characteristics of audio-visual materials are considered basic to the subsequent report; namely, that audio-visual materials:

1. require funds.
2. are becoming increasingly important in the teaching-learning process.
3. must be selected with care so that they are used effectively.
4. must have the necessary supporting personnel, materials, and facilities.
5. must be reliable in operation and easily accessible.

The Present Situation at Delta College

The ETV-AV Department:

This department is responsible for all ETV operations and for the usual AV operations.

The Audio-Laboratory:

The ETV-AV department maintains the equipment of the laboratory on an "as needed" basis. It is supervised by a foreign language instructor who also hires and trains the student laboratory assistants. The laboratory has been used from time to time by other disciplines, but heavy foreign language use of the available tape decks discourages use by others. Business students use a small listening laboratory near one of the shorthand classrooms.

Individual Recording and Listening Devices:

The instructor can schedule audio recording in the ETV studio for himself or for his students. Otherwise a tape recorder (and an assistant, if necessary) can be taken to a convenient room. Ten tape recorders have also been available in the Improvement Division for experimental use in some Evening Division foreign language classes.

Music students can listen to records in the music classroom when it is not in use. Business students can sign out shorthand records for use at home.

SEE Findings

A trend toward large classrooms equipped with a variety of AV equipment was observed. Such classrooms visited include those at Orange Coast College and Miami-Dade Junior College. Future construction plans of Macomb County Community College, El Camino College, and others included large multi-media classrooms. Large classrooms at Pasadena City College and at Foothill College were equipped with student response measuring devices. Miami-Dade Junior College has the necessary conduits for future installation of such devices.

There is a significant trend to several audio laboratories. In addition to the listening facilities in the learning resources centers, language laboratories were provided in or close to the foreign language classrooms as observed at Mt. San Antonio College.

Excellent use of transparencies and overhead projectors was noted at the Michigan Bell Telephone Company Central Plant School in Detroit. Multiple screens were used in several college classrooms for projecting slides, side by side, for comparison purposes.

At the College of Marin as well as at Los Angeles Valley College and others, 8 mm single concept film use was noted. At Foothill College, each science classroom was equipped with projection equipment. At Mt. San Antonio College, each classroom had a permanently installed, electrically operated projection screen. The front divider of the Pasadena City College language laboratory booths could be folded down over the equipment to provide a desk top.

On most visits the Project Team observed that the AV facility had special full-time technicians to maintain and distribute equipment. Technicians made overlays, slides, and other visual materials, or they provided assistance to those instructors who wanted to do this themselves. Special preparation rooms for developing instructional aids were often found.

The AV directors at various colleges had their own philosophy concerning how to encourage improved use of audio-visual materials. Some personally contact each new instructor to see what assistance could be given. Some keep a close check on AV materials used by departments and instructors. A few had the philosophy that it is useless to try to convince the instructor who does not want to use audio-visuals. Most of the AV people agreed, however, that easy availability, access, and proper operation contribute to increased use of audio-visuals.

An attempt was made to clarify the problems involved in the selection of the most suitable equipment or materials for specific subjects. No clear-cut answers were found.

One step in the direction of determining how to choose the proper devices was strongly expressed at the National Conference on Systems Approaches, July 18-20 at UCLA, to the effect that before any instructional device can be selected, the specific objectives of the topics under consideration must be clearly identified.

RECOMMENDATION: To place the responsibility for the operation and supervision of the audio-laboratory on the ETV-AV Department. (Immediate Range)

At the present time, the foreign language instructor runs the laboratory primarily for foreign language students. Other disciplines are reluctant to use it because they feel that it is a "language laboratory". The change in responsibility might encourage increased use by other diciplines.

RECOMMENDATION: To develop an instructional materials preparation room. (Immediate Range)

Such a room would be very helpful to those members of the faculty who wish to develop various instructional materials. At the beginning, presently available materials and machines could be brought together at a convenient location. Such equipment as the ditto machine, the Thermofax copier, the test scoring machine, a drafting table, a paper cutter, some work tables, and facilities for materials storage should be included.

RECOMMENDATION: To construct a small audio recording studio around the raised platform in the audio laboratory. (Short Range)

Many of the colleges visited provided small sound-proofed rooms for recording purposes. A studio like this would be very helpful to those who want to record a tape and cannot find a room to use for this purpose. Easy access and availability are important considerations in the use of audio-visual materials. The ETV studio is often not available because of television needs.

The preceeding steps will promote the movement toward the goal of a Learning and Instructional Resources Center.

C. Educational Television

Closed Circuit Television

Delta College has had from the date of its establishment facilities for closed circuit television which are among the finest in the nation. Every classroom and laboratory at the College is wired for closed circuit television. The investigating team visited no college which had facilities for closed circuit television equal to those at Delta College.

The available facilities offer the College an advantage upon which the faculty can and should capitalize. Closed circuit television provides the following values:

1. It may provide means for teaching large classes in either an auditorium or in several separate classrooms.
2. It can project on a large screen an image or process which, because of small size, could not be seen by students in a standard classroom.
3. It can provide a convenient means (without the movments of projectors, screens, and other equipment) of using a variety of audio-visual materials in a classroom.
4. It provides a means for making it possible for faculty members to "teach" all sections of a course.

RECOMMENDATION: To utilize television in teaching large sections of students. (Short Range)

Justification for the utilization of educational television in this manner includes a number of considerations:

1. With the use of a single presentation, students have the advantage of a master teacher presentation.
2. Each student has the same quality learning experience.
3. The course objectives are designed and implemented cooperatively.
4. Faculty will spend less time in single class preparation.
5. Continuity of instruction is improved by the use of a single teacher.
6. Teaching quality is improved.

Means for implementation are as follows:

1. The closed circuit system could be used during a minimum of one class period per week in those courses where 100 or more students are enrolled.
2. The one class period could be used for basic instruction to be followed by a prescribed number of small group meetings.
3. Extended or combined class periods of 100 minutes with discussion following the TV presentation would improve student learning.

RECOMMENDATION: To employ one or more full-time television teachers for the purpose of preparing television programs. (Intermediate Range)

Justification:

1. A full-time teacher can do a high quality job of television teaching and therefore function as a full-time teacher on ETV rather than in the classroom.
2. In those courses having multiple sections, such as English, rather than hiring one teacher to teach the regular classroom load, a teacher is employed to do television teaching only. This would amount to practically the same faculty budget but would redistribute the teaching load.
3. The use of a television teacher implies the use of large sections.
4. The ETV teacher would present the lesson for one large section (each having several sections) thereby releasing those faculty from class-time preparation.
5. The ETV teacher's salary would be a part of the divisional faculty budget.

Implementation:

1. When vacancies occur in a division and additions are to be made, the "television teacher" should be the logical candidate for the position in those divisions having multiple sections.
2. Present faculty should be given first consideration for the position of "television teacher" within any division.
    a. This consideration should be granted by way of a formalized application to the division chairman and academic dean.
    b. Experience and/or special preparation in the field of educational television shall be required in addition to the prescribed academic preparation requirements of the division.
3. In order to include a "television teacher" in future planning, the majority of the faculty in each subject area must jointly agree to the arrangement and work cooperatively in the establishment of course objectives, methods of implementation, and evaluation.
4. The ETV teacher should be granted one semester for planning and preparation (preferably in the summer) to be followed by one semester of ETV teaching.
5. The trial use of forced student response test items should be included within television programs in order to increase viewing motivation and provide on-going evaluation.
6. In those courses using television, a student evaluation should be made to determine the contribution of television to the course.

RECOMMENDATION: To provide faculty with an orientation to the educational television services at Delta College. (Immediate Range)

Justification:

1. It is a rather widely accepted prediction that, in years to come, much more instruction will reach the college student by educational television. This will be necessitated by the great numbers of students in our colleges and the relative scarcity of staff.

2. Faculty who are made aware of the services may plan for the use of this tool.

3. The methods of usage demonstrated to new faculty will enable them to more efficiently function within Delta College.

Implementation:

1. Set up specific times for tours and orientation each semester.

2. Consideration should be given to the possibility of a brief educational television experience for each faculty member.

RECOMMENDATION: To prepare and distribute a faculty questionnaire during the fall, 1966 semester to determine specific strengths and weaknesses of the present educational television services and audio-visual services. (Immediate Range)

Justification:

1. Some courses have seldom used the facilities.

2. The identification of specific areas of strengths and weaknesses will facilitate the improvement of services.

Implementation:

1. A questionnaire should be prepared as soon as possible by the ETV committee and all interested faculty.

2. The questionnaire results should be studied, compiled, and possibly distributed to faculty and staff.

RECOMMENDATION: To conduct an on-going study of the most effective use of ETV as an educational device, with particular emphasis given to the use of new standards of evaluation. (Intermediate Range)

1. There are a number of points of view concerning the use of ETV, some of which are mutually exclusive.

2. This should be a committee made up of faculty, administrative personnel, as well as ETV and AV personnel, and the director of institutional research.

3. This study should include an evaluation of the learning experience of the student and a study pertaining to the economical use of ETV.

4. It may be that a unique system of ETV utilization will evolve from this study.

5. Since this is a new kind of study, the possibility of obtaining federal funds should be investigated.

RECOMMENDATION: To utilize educational television in the preparation of orientation materials for faculty, students, and staff at Delta College. (Immediate Range)

Justification:

1. Many hours are spend in repetitious kinds of "information giving" which could be saved by means of a video-tape recording.

2. As other institutions have used a slide presentation for registration orientation, Delta College could use educational television.

3. Some of the orientation materials could be designed for multiple use such as for the Library or educational television services.

Implementation:

1. Division chairmen and administrative personnel might suggest specific areas to be included in orientation materials.

2. Faculty, staff, and students having educational experience could assist in the preparation of the programs.

Open Circuit Television

As student numbers increase at all educational levels, faculty become relatively scarce. More instruction must reach the student by means of technological tools. Some of these tools have not yet been produced.

Some imaginative individuals project that in the world twenty-five years ahead we will able to communicate by television as readily as we now communicate by telephone.[2] Recording televised material will become relatively simple. Personal viewers as small books will provide the basic self-study device which will display recorded or transmitted material from a variety of remore sources as numerous as those possible by telephone.

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[2] Romano, Michael T., "The Communication Bonanza of the Future," Visual Medicine: Vol. 1, No. 2 (June, 1966), pp. 24-30.

The SEE Team had an opportunity to observe educational television facilities at the TV College of the Chicago City Junior College System. The Chicago System has successfully conducted credit courses for over ten years with a large measure of success. The highly motivated student who views a course of study at home because "he wants to learn" has proven to be the most successful user of educational television.

The educational television facilities of Delta College should be utilized to capacity as rapidly as feasible.

RECOMMENDATION: To offer credit courses leading to the Associate degree by means of open circuit television. (Long Range)

Justification:

1. As student numbers increase and quality faculty become relatively scarce, more instruction must reach the student by means of educational television.
2. Since Delta College presently operates an open circuit station, credit offerings in high demand could be offered at less cost per student than on-campus offerings.

Implementation:

1. A lay advisory committee should be formed to assist in the planning and design of the credit courses.
2. The published reports of operating ETV credit programs should be studied.
3. Consultant services of experienced persons in credit ETV should be sought.
4. "Television teachers" should be recruited to teach with the media.

RECOMMENDATION: To utilize open circuit television to inform, recruit, and orient area school elementary and secondary students to Delta College. (Intermediate Range)

Justification:

1. Most area schools have ETV receiving sets and would be able to view the program.
2. The "Delta College Story" could be told in a dramatic approach by the College students, faculty, and staff.
3. Delta College counseling time could be saved if students proceeded from a common base of knowledge.

Implementation:

1. A lay advisory committee could assist in the content design.
2. Skilled educational television personnel could take the prospective student to Delta College by means of ETV to demonstrate what students do at the College.
3. A follow-up evaluation study by area educators and students could suggest improvements and revisions.

RECOMMENDATION: To conduct tele-communication courses for Delta College faculty and area educators on a graduate credit basis. (Intermediate Range)

Justification:

1. Faculty members need instruction in educational television techniques in order to use the tool.
2. Formalized courses give status, significance, and importance to the subject.
3. A formalized course, taught at the graduate level, may serve to stimulate interest and utilization of the media.

Implementation:

1. A lay advisory committee composed of area educators could assist in the design and recruitment of faculty and students.
2. An expert faculty member should be sought as an instructor in these courses from one of the universities.
3. A sequence of advanced courses might be planned on a continuum to improve ETV faculty skills.

RECOMMENDATION: To offer advanced credit courses using Delta College ETV facilities. (Long Range)

Justification:

1. Graduate course offering would assist educators to earn additional graduate degrees and improve quality of education.
2. Faculty members from major universities could present courses by means of ETV and possibly come to the campus to live sessions.
3. Cost to student would be less than commuting to the university.

Implementation:

1. A needs survey in the area institutions should be made to determine course interests.

2. Arrangements for small group or community viewings would increase the learning value of the course by using student contact.

3. Follow-up evaluations should be made to determine changes and the development of future courses.

RECOMMENDATION: To house the Delta College ETV operation in another facility. (Intermediate Range)

The moving of the television equipment would provide additional space for the development of the Learning and Instructional Resources Center. The location is within the Library complex which serves as the focal point of the proposed Center.

D. Data Processing

Using Computers As a Means of Instruction

Computer assisted instruction at the present time is in an experimental stage of development. At the same time, the computer may offer one of the most efficient means of providing individual instruction at a reasonable cost. Experiments throughout the country are presently exploring the possibilities of this new type of individualized instructional technology.

Members of the Project Team observed computer assisted instruction in the Center for Research on Learning and Teaching at the University of Michigan and at Oakland Community College, Pontiac, Michigan. Computer assisted instruction can be used to provide drill or can function as a tutorial system. Karl L. Zinn, University of Michigan, states that within three years time shared systems will cost under $1 per student hour at the station.[3]

When the tutorial approach is used, every effort is made to avoid an initial experience of failure and to keep the program so flexible as not to bore the student. In either the drill or tutorial method, the student may actually carry on a dialogue with the computer.

In both of the situations observed by the Project Team, the student communicates with the computer by means of a typewriter terminal. He begins his lesson by identifying himself to the computer. The computer remembers that this student is to start with lesson four, question two. If this were an elementary history lesson, the question might be typed on the terminal "Who was the first President of the United States?" If the student types in"Washington", the next question will appear, or a narration of some factual information might be typed for him to study. However, if the student had typed "Lincoln", the terminal typewriter might do one of several things. The student could be referred to a specific page of a book for the answer, or the terminal typewriter might type out the correct answer and tell the student that "Lincoln was the 16th President".

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[3] Zinn, Karl L., "Computer Assistance for Instruction and Introduction," General Background for a Faculty Seminar, (May, 1966), a Mimeographed Paper, p. 2.

In the construction of the material to be used in a Computer Assisted Instruction course, the value of the course rests with the instructor who has written the material. He must anticipate wrong answers that will be given and then supply the reasons why the anticipated answers are wrong and what the student should do to learn the correct answer.

The material stored in the random access file (which is connected to the computer) has been placed there by the author. He has an instructional station keyboard which enables him to communicate with the computer in a language called "coursewriter". This is a conversational mode language which has a few simple rules to follow. It can be learned and used effectively within a short time. Using this language, he can add, delete, and view his course material at will. By evaluation of the responses of the students who are advanced in the course, he may be able to correct the weak portions of the course before most of the students reach the point of the weakness.

If a 1500 instructional system is used with either a 1401, 1440, or 1460 computer, an instructional display unit with a cathode ray tube capable of displaying up to 640 characters may be used as the terminal. In addition, a light pencil or the typewriter terminal may be used. The system can be linked to a cartridge which permits as many as 1,000 photographs, charts, and diagrams to be selected and projected in any sequence. The audio system permits each student to hear the course message selected in any sequence. What actually takes place is a multimedia approach where each student is tutored at his own pace. Oakland Community College plans to use the 1500 system on their new campus. They have twelve couses in use which were programmed by their staff. As the mode of communication, the courses use the terminal typewriter to carry on a dialogue with the computer.

A number of universities and colleges in the State of Michigan are planning a communications network which will provide computer assistance for instruction and research on instruction. An initial pilot study will involve six institutions, but eventually the distribution of services and the exchange of materials or ideas will be statewide.[4] Oakland Community College administrators believe that in the near future the student need not "even get out of bed". He will turn over, pick up the phone, and dial to his lesson for the day.

[4] op. cit., p.3.

The time-sharing ability of the computers in use today for computer assisted instruction permits up to 32 students to work independently in different locations. A single computer can be used with little delay in computer response to individual commands, questions, or answers. Systems are available now at no expense to one whose application is innovative and whose situation holds promise for continuing use. Through field studies during 1965 and 1966, some of the current experimental computer-assisted instruction programs will fade into service facilities. Before the end of 1967, state or nationwide organizations will provide remote teaching stations, and the frontier activities of research groups would not be recognizable by today's standards.[5]

What about "tomorrow" and the use of the computer in the classroom? Simulation will be used a great deal more at the levels of instruction. Although games and simulation have been used for a long time, particularily in business, the reliance on computers will bring simulation into much greater use.

Micro-wave systems will be used to connect computers to color television systems. Miami-Dade Junior College is planning to connect their System/360 Model 40 to their color television system.

In the area of information retrieval, it might be possible in the near future to have a network of knowledge accessable to students throughout the world by means of a computer terminal in the library. Others project a video display unit small enough to fit in the hand which will enable the student to seek out knowledge. The equipment needed for computer assisted instruction in a student's home today is estimated to cost $10,000; "tomorrow" the cost may be as low as $300 per unit.

Our present data processing equipment does not have the potential for computer assisted instruction. However, this does not rule out the need for further study and evaluation of computer assisted instruction. The Delta College faculty should look to the future and be prepared to use new technology as soon as it becomes educationally and economically feasible. Looking to the future, the College could be the experimental college for some of the innovative teaching methods.

As a tool within the Learning and Instructional Resources Center, the computer holds much potential.

RECOMMENDATION: To investigate the possibility of Delta College becoming a part of the proposed State of Michigan communications network which will provide computer assistance for instruction and research on instruction. (Intermediate Range)

RECOMMENDATION: To provide computer assisted instruction capabilities on any new computer system utilized by Delta College.

RECOMMENDATION: To establish a schedule of programs designed to orient Delta College faculty in the skills necessary to use computer assisted instruction. (Short Range)

[5] op, cit., p.3.

These programs could include conferences, workshops, seminars, or formal courses in any combination. The potential of the computer as a tool should be explained and faculty recruited on a voluntary basis within each division of the institution.

Data Processing--An Educational Tool

The educational use of data processing equipment in schools visited by the Project Team can be broken down into three major areas: use in training students majoring in business data processing, use in solving problems in disciplines such as mathematics, science, engineering, etc., and use as a teaching device in computer assisted instruction.

Most of the colleges visited by the Project Team provided "hands on" experience on both computers and tabulating equipment for data processing students. In schools which had educational programs, the priority was given to the educational use of all data processing equipment. In some cases, administrative work was done between 10:00 p.m. and 8:00 a.m. At Foothill College, the terminals for their System/360 will be placed where they can best serve the educational and administrative needs of the college. Many of the programs were receiving a good deal of federal or state aid.

The Bay City Board of Education and Peoples National Bank are cooperating with Delta College in providing programming courses on the 1400 series and System/360 computers. Arrangements such as these should be continued to provide the student with experience on the type of equipment that is currently being used in the Tri-County area. The Summer Project Team observed, in many different areas, that business cooperated with the community colleges to provide laboratory experience for students on equipment not available at the college.

If a data processing program is to serve the needs of the community, it must reflect the languages, equipment, and systems currently being used in the Tri-County area.

RECOMMENDATION: To revise the data processing curriculum at Delta College so as to provide multiple options. (Short Range)

A lay advisory committee should be established to aid in the revision. In all schools visited, an advisory committee had been established for data processing. This helps to assure that the curriculum meets the needs of the area.

Each semester, based on enrollment needs, a block of time should be set aside for educational use on all available data processing equipment.

After the program is revised, a more active effort should be made to place data processing students in cooperative work study stations. By working through the Director of Federal Programs, it might be possible to receive some federal or state support for the revised program.

RECOMMENDATION: To establish a computer center for students by using the 1620 computer and part of the basic tabulating equipment now available. (Intermediate Range)

It would be helpful to refer to materials in the Project Team files on the computer center at Pasadena City College. The center would be under the supervision of a systems analyst. (See Organizational Structure Section)

A computer center would provide for a more efficient use of the equipment. The machine operations, as well as the preparation of input, could be done by data processing work-study students. This would help students in the data processing curriculum to gain practical experience. The provision of a student computer center might encourage more disciplines to utilize the computer in solving problems.

RECOMMENDATION: To conduct a summer data processing institute at Delta College cooperatively planned with a degree granting institution. (Intermediate Range)

A summer program in data processing would provide for better utilization of the computer center during the third semester. Interested teachers could obtain credit work in data processing while remaining in the Tri-County area.

IV. STUDENT PERSONNEL SERVICES AND ACTIVITIES

The office of the Dean of Students provides services which contribute to the intellectual, social, cultural, and physical development of the individual. A professional staff of five full-time persons is responsible for the various services.

Student Personnel Services

Services include educational, vocational, and personal counseling, as well as testing, student orientation, assistance in securing financial aid, assistance in securing housing, placement services, and a health center which is equipped to provide emergency treatment.

Extensive use is made of the faculty as advisors and to a lesser degree as counselors. The faculty advisor system involves a meeting with the advisee each semester to determine the schedule for the following semester. It is the faculty advisor's responsibility to assist the student in the proper selection of courses appropriate to his curriculum and also, in the case of transfer students, appropriate to the college to which the student plans to transfer. The schedule for the student's first semester is determined during the admission process by one of the professional counselors. Some faculty members are recruited, especially during the summer, to serve as counselors.

Findings of SEE

Our observations indicate that innovative practices in the area of student personnel services are rare. Many colleges visited required counselors to do some teaching, usually courses in study skills or orientation. Systems incorporating faculty advising, in various degrees, were noted as well as systems where professionals did all counseling and advising. Except for a few specifics which are referred to in related recommendations, it appears that the student personnel service operations differ mainly in the degree of professional counseling, as dictated by budgets.

RECOMMENDATION: To establish threshold criteria for each curriculum and admit students to a curriculum only when these criteria are met. (Immediate Range)

The counselor will be given a psychological advantage in his efforts to persuade the student to make a more practical assessment of his ability if admittance to a curriculum is denied because of inadequate background. This will emphasize the lack of preparation to the student but still permit achievement of his goal if he possesses the motivation and ability.

Divisions and the Office of Student Personnel Services would cooperate in determining threshold criteria. If a student chose a curriculum and did not meet the criteria, his record would indicate this. During the initial counseling session, at least two appointments would be made for periods during the first semester. The first of these would be made for the third or fourth week to facilitate changes in the schedule before the student's academic standing is threatened by failing grades. The second session would occur at the end of the semester.

RECOMMENDATION: To invite faculty and students to assist the Dean of Students with high school visitations. (Immediate Range)

Since the enrollment at Delta College is so vitally affected by our program for contacting high schools, such a program deserves more emphasis. We believe that a better rapport will evolve if faculty and students participate in the program.

RECOMMENDATION: To modify the faculty advisor system now in operation at Delta College in accordance with the following: (Immediate Range)

1. that faculty advisors keep a folder on each advisee with all pertinent information such as grade reports and curriculum worksheets

2. that a more orderly process be instituted for handling a change of advisors

3. that in most cases a faculty advisor be expected to specialize in only one area, and further, that care be taken in the assignment of advisees to insure that the advisee is in the field of specialization of the advisor

4. that twenty-five advisees be set as a maximum for any one advisor

5. that a more extensive orientation program be provided for new faculty

6. that no more than five advisees be assigned to a new faculty member during the first semester

There are mixed feelings about our faculty advisor system as it now operates. In a separate recommendation we have suggested that new systems be explored for possible adoption. However, while this is being done, or in the event that we decide in favor of the present system, we believe that the points recommended above will result in better advising for the student.

RECOMMENDATION: To establish an occupational center in the Student Services

Office. (Short Range)

With a number of occupational programs already in existence at Delta College and many more likely in the future, occupational counseling is going to demand more attention. At San Diego Junior College we observed an occupational center in operation that required only about one hundred square feet of space but provided a great deal of information for the sutdent without taking much of the counselor's time. A file indexed according to the Kuder Preference Test contained cards with microfilm insets on which data pertinent to an occupation could be viewed on an SRA Occuscan or copies made on a Filmac 100. Provisions were made for referring students to further information in the Library or for an appointment with a counselor. It appeared to be a less expensive and more efficient method of furnishing occupational information than a strictly interview technique.

Such a facility could be devdoped as a cooperative effort by interested agencies in the Tri-County area. Vocational Education Act funds are available to defray a portion of the costs. For further details see the folder on San Deigo Junior College in the Project files.

RECOMMENDATION: To consider an expanded structure of specialist-coordinators for work-study programs. (Short Range)

Delta has more than 450 students involved in work-study programs now, and as the enrollment grows and occupational curricula are expanded, more personnel will be required in a coordinating capacity. There are two directions which could be taken to meet this requirement. One possibility is to hire additional people to work as full-time coordinators; a common practice in colleges visited. An alternative is to assign these duties to several faculty members as part of their regular load. We prefer the latter for the following reasons:

1. Each specialty in which we have students working would be coordinated by a person who is knowledgeable in that area.

2. The faculty member would gain valuable experience from his relationship with industry which would be useful in teaching.

3. Good relationships take time to devdop. The loss of a full-time coordinator would leave a greater void than the loss of a part-time faculty member.

RECOMMENDATION: To consider changing the present system of faculty advising. (Short Range)

The following is a list of alternatives for consideration:

1. Hire additional professional counselors to do all advising.

2. Recruit specialists from within the divisions to advise in each area.

3. Recruit faculty advisors for certain areas only (e.g. occupational).

4. Recruit part-time counselors and/or advisors from the retiree group

or from professional people in the area who would work on a part-time basis.

The effectiveness of the present system of faculty advising has been questioned by some of our staff members and by persons in the student services area throughout the nation. They feel that a faculty member cannot be expected to keep up with all the information needed for advising. Another criticism is that students do not receive satisfactory advising from a faculty member who does not willingly accept responsibility as an advisor.

RECOMMENDATION: To consider an orientation course for freshmen. (Short Range)

An orientation course for all freshmen was common to over half of the colleges visited and comments by the persons involved were mainly favorable. With our ETV facilities, a series of video tapes might be utilized in presenting the material. Several course outlines from other colleges are available in the Project files.

RECOMMENDATION: To develop a series of local tests to effect better placement in occupational curricula. (Short Range)

Dissatisfaction with the reliability of placement tests was a common concern around the nation. One school that had done a good deal of study in the area of occupational curricula was the Los Angeles Trade-Technical College. They have developed, with the aid of lay advisory committees, a test for each occupation. These took years to develop and are yet under constant revision. Their staff members state that ninety percent of the students who start trade or technical programs finish them.

This recommendation does not mean to preclude the development of local tests for purposes other than occupational curricula. However, with the expansion of occupational programs being recommended in another section of this Report, and because of the local nature of such programs, it seems appropriate that special attention is warranted. An office of institutional research would be instrumental in developing these tests.

RECOMMENDATION: To establish an Alumni Association at Delta College. (Short Range)

An Alumni Association can be a valuable public relations instrument. We saw instances at San Diego City College and Chicago City Junior College where such an association contributed money, equipment, and personnel.

RECOMMENDATION: To change the academic dismissal policy to allow special consideration for the student who intends to pursue a different curricula in the following semester. (Immediate Range)

The present policy is, "If the student fails to achieve a grade point average of 2.0 in any semester while on probation, he will be disqualified for enrollment in the following semester." We are suggesting that the Committee on Academic Standing give special consideration to those students who have been pursuing a curriculum beyond their ability and wish to change to some other curriculum that is consistent with their capabilities.

RECOMMENDATION: To consider only the last grade for repeated courses in determining the grade point average. (Immediate Range)

A grade is generally considered to be a measurement of knowledge, and the most recent grade should be given as the most accurate evaluation.

The student that gets a poor start but develops at a later time would not be penalized as severely.

Students also would be encouraged to again take some courses which would result in a generally stronger foundation.

RECOMMENDATION: To provide first semester freshmen who are progressing unsatisfactorily at mid-term the option to drop one class, without penalty, if they enter the Study Skills course at that time. (Short Range)

This procedure is used at Broward Junior College. The student services staff felt that it was successful in saving many potential drop-outs. This also would necessitate a Study Skills course being started during the eighth week.

RECOMMENDATION: To review the admissions procedure for the purpose of determining whether or not the period of time from initial application to acceptance can be decreased. (Short Range)

Except in a few instances when admission is denied because of a history of unacceptable social behavior, Delta College is obligated to accept any high school graduate from the Tri-County area. Therefore, it appears that prompt acceptance is possible. This would be desirable both for student and College planning.

Reducing the number of drop-outs is a goal having self-evident value. There will always be some students who lack the motivation necessary for success and the remedy for this group is yet unfound. Providing curricula for all ability ranges is a solution for another part of this group.

We also have attempted to use this method in the section on inadequately prepared students. In addition there are certain academic policies which serve to obstruct rather than to assist students in maintaining acceptable academic standards.

Even though changing these policies is not entirely in the province of the Office of the Dean of Students, they are intimately related to student personnel services and therefore submitted in this section.

Student Activities

Included under student activities are participation in college government, interest groups, student publications, athletics, intramural activities, recreation, as well as social and cultural events. Our major objectives in this area are to promote involvement by more students and to increase the value of such experiences.

Findings of SEE

Some exciting student activity programs were seen during our visits. There was much evidence of outstanding results being achieved from placing responsibility in the hands of students. At Orange Coast College, the Windjammer Store was a student enterprise which operated profitably and provided a valuable learning experience for business students. At Long Beach Junior College, the entire bookstore operation was handled by students. Also at Long Beach Junior College, the students had discontinued their yearbook publication and had replaced it with an attractive magazine, published each semester, highlighting that semester's activities.

Arrangements for entertainment, cultural events, and lectures were decided by students at several schools. They knew their budget each year and were given a great deal of freedom in how it was to be spent.

RECOMMENDATION: To prepare and administer a questionnaire which would provide information relative to student involvement in school activities. (Short Range)

This questionnaire could be prepared by the Delta College Student Council members.

RECOMMENDATION: To conduct a study designed to determine if revisions are needed in the present policy concerning the amount of responsibility which is given to students. (Short Range)

Particular attention should be given to allowing students a major degree of control of the student activity budget. Schools which we considered to have outstanding student activity programs were characterized by policies which placed a high degree of responsibility on the students, particularly financial responsibility. Students, with the guidance of a director of student activities, collected and budgeted all monies in the student activity fund.

RECOMMENDATION: To consider scheduling regular meetings between the College Council and a committee of the Senate to identify and discuss mutual concerns. (Immediate Range)

Students are a valuable resource for identifying and solving problems. The objective of this recommendation is to achieve better communications between the staff and the student body.

RECOMMENDATION: To designate one day each year for the purpose of recognizing outstanding student contributions and achievements. (Immediate Range)

This would serve to encourage student effort and involvement. The Project Team observed such a day in session at a few colleges and the atmosphere generated was stimulating.

V. COMMUNITY SERVICES AND RELATIONSHIPS

A. Activities for the Community

In this report community services are defined as those educational activities or offerings which transcend the regular Day and Evening Division degree programs. The following major areas will be considered:

1. Short term skill developing curricula
2. Non-credit courses
3. Cultural and avocational experiences
4. Community use of Delta College facilities

Findings of SEE

The concept of community services is endorsed by most community colleges. The degree to which colleges support the concept with action varies considerably and is often conditioned by the makeup of the communities that support the colleges. Two colleges of those visited which had extremely vital and effective community service programs were Foothill College and Cerritos College. Both of these programs were developed with the help of Dr. Erwin Harlacher who is now at Oakland Community College. In both institutions, the programs were developed with the aid of a large number of lay advisory committees. The establishment of such programs in California is enhanced by a 2¢ recreation fee which can be levied. This fee has been interpreted so as to include cultural events as well as recreational events and programs.

Before considering each of the four topics previously mentioned above, two recommendations of a general nature are presented.

RECOMMENDATION: To initiate a study of the Delta College service area in order to:

1. provide information about the characteristics, needs, and desires of the communities.

2. determine what the communities are doing so that we do not duplicate their programs. (Immediate Range)

Such a study should provide information such as population statistics, educational aspirations of citizens, occupational opportunities available, and the cultural desires of the communities.

Justification:

1. This kind of information is necessary in all curriculum planning of the Delta College program. The job opportunities that are available in the area should be reflected in curriculum offerings at the College.

2. The development of a cultural program or center must be carried out with a clear understanding of what the area wants and how the center would be used. Cooperation with the communities and with Saginaw Valley College is also necessary.

3. This information is necessary to avoid duplication of effort on the part of various community groups, Saginaw Valley College, and Delta College.

4. A more reliable assessment of the public opinion is needed. At present we tend to hear only the dissenting voices.

Implementation:

1. A study director should be appointed either from outside or from the Delta College faculty and administrative staff. This sort of activity may be within the province of the Director of Community Relations.

2. A committee of faculty and administrators could conduct this study, or direct such an activity on the part of students. Lay advisory committees composed of interested people from the communities should be able to provide valuable assistance to a study committee.

3. It is recommended that this be a one-year project beginning in September, 1966.

4. Model studies exist which could be useful to a director or committee:

    a. Erskine, Edward J., Macomb Occupational Education Survey, January, 1966.

    b. A series of five papers by Ervin L. Harlacher on the development of a community services program at Cerritos College in Norwalk, California.

    c. All of these are available in the Summer Project Library.

5. Much of the information desired could be obtained from area vocational studies, Michigan Employment Security Commission, Office of Economic Opportunity, and similar organizations.

RECOMMENDATION: To establish a coordinated community services program at Delta College with the nature and scope of the program determined by a study of community needs. (Short Range)

Justification:

1. A community college must meet the educational and cultural needs of individuals in the community.
2. Community services programs, when they are effectively administered, have served to build a favorable image of the college in the eyes of the public.
3. Where community service programs are organized with the cooperation of the public (lay advisory committees), they have been successful.
4. Administrative centralization of existing programs should eliminate duplication of effort and provide a clear channel for the implementation of new community service activities.

Implementation:

1. Study Delta College to find out what is already being done in the area of community services.
2. Determine the general community knowledge of and acceptance of existing programs.
3. Determine how present programs are administered, and determine the most effective administrative organization for a community services program at Delta College.
4. Determine areas into which the College should expand.

Short Term Skill-Developing Curricula

Short term skill-developing curricula are those curricula which provide the student with a salable skill in less than two years. At present the only short term curriculum offered at Delta College is the training course for dental assistants. In addition to this, many of the students on secretarial curricula do not finish the Associate degree program before taking jobs. They, in effect, are using Delta College to provide them with a short secretarial course.

Many of the schools we visited offered short certificate curricula in areas such as welding, carpentry, real estate, secretarial skills, insurance, etc. Also, Henry Ford Community College offered short courses to students in their management training program.

Recommendations concerning the expansion of skill-developing curricula will be detailed in the section of this Report dealing with "The Forgotten Fourth".

Non-Credit Courses

Over 140 different certificate courses, seminars, discussions and workshops have been offered by the Evening Division during the winter and spring semesters of 1965-1966. Some of these courses did not meet minimum enrollment standards, and therefore, were dropped. In addition, some of these courses were offered simultaneously for credit. No such courses were offered during the day.

The Evening Division is doing an excellent job in determining courses to be offered on this non-credit basis and advertises these courses using a variety of approaches such as publishing descriptions of courses in area newspapers and preparing descriptive brochures.

Cultural and Avocational Experiences

A total of 12 cultural events were held on the College campus in addition to Delta College productions from September 14, 1965, to June 24, 1966. Eight of these were lectures by the following individuals: Dr. Avraham Biran, Simeon Booker, Professor Chow, Dr. Lester Little, Vance Packard, Dr. Leroy Augenstein, Governor George Romney, and Theodore Sorensen.

Two plays were presented: one by the Michigan State Players and the other by the Cleveland Players. The Tudor Singers from the University of Michigan presented a concert, and the Summer Arts Festival presented a series of concerts in the Court and provided an art exhibit.

There were ten home basketball games, the play entitled "Harvey", and a folk music concert produced by Delta College personnel.

RECOMMENDATION: To schedule additional cultural events of a non-lecture nature. (Immediate Range)

RECOMMENDATION: To publish a calendar which would detail the various events taking place on the Delta College campus. (Immediate Range)

Community Use of the Delta College Facilities

Some 90 different groups met on the College campus for a total of 229 meeting days from September 14, 1965, to June 24, 1966. This suggests a good utilization of Delta College facilities by outside groups. Certain facilities are not used to capacity, however.

RECOMMENDATION: To review the present policy regulating use of the Delta College facilities and to distribute copies of this policy to civic groups, service clubs, companies, and other interested parties in the community. (Immediate Range)

Bibliography

The following list of references is included in this section of the Report to give the reader a few examples of materials dealing with the subject of community services. These and other reports are in the Summer Project Library.

Erskine, Edward J., coordinator, (1966), Macomb Occupational Education Survey, Macomb County Community College

Harlacher, Ervin L., (1963), A Plan for the Development of a Program of Community Services at Cerritos College, School of Education, UCLA

Harlacher, Ervin L., (1963), Community Services Study Report Number I-A: Study of the Administration of Community Services in California Junior College Districts, School of Education, Cerritos College

Harlacher, Ervin L., (1964), Community Services Study Report Number IV: Reports of the Community Services Study Committees, Cerritos College

Harlacher, Ervin L., (1964), Community Services Study Report Number V: A Program of Community Services for Cerritos College, Cerritos College

Fitch, Robert J., (1963), Community Services Study Report Number III (Part One): A Study of the Characteristics of the Cerritos College District, Cerritos College

Fitch, Robert J., (1963), Community Services Study Report Number III (Part Two): A Survey of Opinions and Interest of the Populations in Cerritos College District, Cerritos College

Reynolds, James W., (1956), "Community Services": The Public Junior College--The fifty-fifth Yearbook of the National Society for the Study of Education, The University of Chicago Press, Chicago, Illinois. Nelson B. Henry, editor

B. Public Information

The image of a college in a community and the acceptance of college programs by the community can be equated in terms of the effectiveness of communications media utilized by the college. Although this concept involves the broad field of public relations, this section of the Report is restricted to the consideration of communication devices. Related material may be found in the sections of this Report dealing with Activities for the Community, Maintaining a Dynamic Institution, and Administrative Functions and Services.

External Communication

The Department of Public Information at Delta College is responsible for all dissemination of news from the College into the community. The staff now consists of a director, one news writer, one secretary, and one part-time photographer. The director is responsible to the Assistant to the President. At the present time, the Office of Public Information releases an average of four to five stories per day to eighty news media throughout the State, including eight daily newspapers, sixty-one weekly newspapers, seven radio stations, and four television stations. Some seventy percent of the stories are related to curriculum, with the balance devoted to student activities, special events, personnel features, and other topics.

It seems apparent that the image of Delta College held by the public has materially improved since the inception of the Office of Public Information last year and continues to improve as this department expands its services.

News is gathered by the staff through a variety of methods including working with the College Council and with students on their activities, calls on division chairmen at regular intervals, spot calls to faculty members, and simply keeping an ear to the ground during the school day. Many news stories are volunteered by students, faculty, and staff.

The Office of Public Information is also responsible for many duties in the area of public relations. Activities engaged in by personnel of this department include campus tours, arrangements for conferences for outside groups, special events such as the campus blood drive, and preparation and distribution of College publications.

Individual faculty members are also instrumental in disseminating information through their activities as members of clubs and other organizations, as speakers at group meetings, and as parties to informal conversations with friends and neighbors.

RECOMMENDATION: To have the Public Information Office make, on a regular basis, a more concerted effort to contact faculty members for news stories. (Immediate Range)

It is suggested that faculty members could more readily volunteer information and help to increase coverage if a standard form could be developed for the purpose of news gathering.

Most academic news originates with the faculty, but all faculty members cannot be depended upon to volunteer news. Contacts on a regular basis would involve everyone in a total effort and result in more complete coverage. In addition to encouraging staff members to volunteer news, a standard form which included all elements of a good news story would save time for all concerned.

RECOMMENDATION: To expand the coverage of Delta College via local radio and television stations. (Immediate Range)

Most commercial stations have public service time available for news concerning educational institutions. These media would supplement the newspaper coverage and enable the "Delta College Story" to be told to a greater number of citizens.

RECOMMENDATION: To develop a more functional Speakers' Bureau, with all requests and arrangements for speakers to be handled by the Public Information Office. (Immediate Range)

All faculty members and administrators should be invited to participate in the Speakers' Bureau. A brochure of participants, including the specific topic or topics of each speaker, should be published and distributed to appropriate groups in the area. In addition, all speakers under the auspices of Delta College should be made available at no cost to the requesting group as a community service.

At the present time faculty members and administrators wishing to speak outside the college are entitled to set their own fee. If no fee is charged, the College will reimburse a speaker $10, with a limit of three such payments per month. It is agreed that the College should continue its present policy of reimbursement for expenses incurred if the speaker travels outside the Tri-County area. It is suggested that consideration be given to establishing a scholarship fund to which interested groups could contribute in lieu of a speaker's fee, and that appropriate reference to such a fund be made in the Bureau brochure.

RECOMMENDATION: To utilize the facilities of WUCM-TV, Channel 19, to a greater extent in promoting the programs and activities of the College. (Immediate Range)

RECOMMENDATION: To consider the production of a film promoting Delta College for use at high schools, service clubs, and meetings of other area groups. (Short Range)

RECOMMENDATION: To give the Public Information Office the responsibility for approving, and upon occasion assisting with, final copy and design of all College publications with the exception of student publications. (Immediate Range)

Personnel in this department have training and experience in their area, and a central clearinghouse would provide the opportunity to carry through on a consistent design and theme for all College publications.

RECOMMENDATION: To develop, under the direction of the Public Information Office, a variety of publications to include external newsletters, a President's annual report, a fact sheet and brochures. (Immediate Range)

The following information on each publication serves to assist the reader in determining the types of publications under consideration:

1. A newsletter developed for friends of the College, feeder high schools, and Michigan colleges to be published periodically. Further study may reveal the desirability of different types of newsletters for different recipients.

2. A President's annual report published each September and distributed to the Delta College Board of Trustees, faculty, staff, and interested citizens of the area. Such a document would summarize activities and accomplishments of the year just past and outline plans for the year to come.

3. A fact sheet published annually that would include enrollment information, the financial picture, and other pertinent information about the College. This fact sheet could be in the form of a wallet sized card for easy reference (as issued at Mt. San Antonio College) and should be made available to all faculty and staff to encourage consistency and accuracy in speaking of College affairs.

4. Various brochures concerning the College should be evaluated with emphasis on publication, design, and complete coverage of College affairs. A need is evident for brochures to fulfill the following areas:

    a. increased coverage of departmental curricula

    b. increased coverage of Evening Division programs and activities

    c. questions and answers for prospective students

    d. food service facilities

    e. placement services at Delta College

RECOMMENDATION: To review distribution methods for brochures and other printed matter of the College. (Immediate Range)

In reviewing distribution methods, the following considerations should be made:

1. expansion of the mailing list
2. establishment of a central publications rack prominently displayed near the front of the Delta College building
3. design and construction of unique, compact publication's racks to be placed in area schools and in high-traffic areas, such as the airport and large businesses
4. cooperation with area chambers of commerce in promoting Delta College events and the use of the College facilities
5. distribution of each College publication to all Delta College faculty and staff

Many examples of the various types of publications made in this section of the Report, as well as others, can be found in the files of the Summer Project.

C. Tri-County Council of Educators

The educational enterprise is weakened by disjointedness and a tendency for institutions of learning to operate in isolation. With the formation of Saginaw Valley College, we have every level of education now present, or soon to be present, in the Tri-County area. Optimum performance by this educational structure demands that interlevel barriers be overcome.

The Santa Barbara Coordinated Education Project, with support from the Ford Foundation, is a current attempt to overcome these interlevel barriers. It was formed as "a model for nurturing inter-district communication and collaborative endeavor so that the aggregate resources in a region can be used toward the common good."

Soon after organization a series of school improvement programs of concern to the elementary, secondary, and university educators were initiated. Projects included three curriculum continuity studies, a search for more effective ways of dealing with the culturally disadvantaged, staff improvement studies, and two non-graded demonstration centers.

We view the results of the Santa Barbara Project as encouraging and worthy of serious consideration. Additional information is available in the Summer Project files, and we suggest that it be used for reference.

RECOMMENDATION: To have Delta College initiate the formation of a Tri-

County Council of Educators representing all levels of education for the purpose of establishing a single professional community in which the collective educational resources in the Tri-County area are shared. (Short Range)

VI. ADMINISTRATIVE FUNCTIONS AND SERVICES

A. Organizational Structure

The present administration is to be commended on the amount of progress that has been made in the past two years. The faculty has become more involved in academic policies through the increased use of committees appointed by the President. This has contributed greatly to improved faculty morale.

When Delta College changed its objectives, another significant development occurred. The faculty has become united under one academic dean rather than being separated into two colleges. It is the hope of the Project Team that this policy will be continued.

The division heads have become a functioning group which makes part of the decisions needed for the successful operation of the College. This is also endorsed by the Project Team as one of the measures of administrative progress.

Further, the recent addition of the two administrative positions, Director of Community Relations and Director of Federal Programs, should greatly strengthen the administrative structure of Delta College.

However, if Delta is to continue to grow and progress, there are three needs in the area of organizational structure: A need for a more concise definition of the responsibility and authority of the present administrators, a need for additional staff as indicated by this study, and a need for reassessment in terms of the size and function of other groups such as committees of the Senate, which assist in the administrative processes.

Responsibilities of Present Administrators

The Project Team recognizes the short length of time that some of our current administrators have been a part of the College administrative structure. However, we feel compelled to make the following recommendations:

RECOMMENDATION: To delineate and publish in the Faculty Handbook the current functions and responsibilities of each administrator, including directors and division chairmen. (Short Range)

Realizing that the responsibilities inherent in the various administrative positions may vary considerably one or two years from now, the fact remains that if Delta College is to be dynamic, this recommendation must be carried out now. A clear definition of the responsibility and authority of each administrator must be made to facilitate getting ideas from the planning stage to the implementation stage in a minimum amount of time. Raymond Young, a consultant for the Project Team, stated that administration is a system of communication, and without a definition of roles, communication breaks down.

RECOMMENDATION: To study the responsibilities of the professional counselors. (Immediate Range)

In comparing our counselors' student load with their professional peers working at the colleges visited, we have consistently found that our counselors' student load is too heavy. It was suggested by Sigurd Rislov, consultant for the Summer Project Team, that possibly some of the functions now being performed by the counselors might be done by people with less preparation. This would free counselors for counseling. However, the counseling staff must be augmented to establish a more favorable ratio as well as to accomodade the additional requirements imposed by the core program, occupational programs, etc...

RECOMMENDATION: To implement a study to determine the most efficient administrative organization for Delta College. (Short Range) (See Chart in Appendix Section)

This study should be implemented by consulting a specialist in the area of school administration. The objectivity of an external viewpoint is needed. A further aid available is the wealth of materials accumulated by the Project Team. In the revised administrative structure, expansion and long range planning should be a major consideration. Some of the following suggestions might aid in the study:

1. The following major line divisions were observed at Miami-Dade Junior College and might merit consideration: Academic Dean, Finance, Planning and Development, Student Affairs, and Learning Resource Center. Of the organizational charts studied in the manuals collected by the Project Team, there seemed to be no consistant pattern of administrative organization.

2. The title of Director of Nursing might be changed to Director of Paramedical Occupations. New programs evolving in the medical field would thus be accommodated under this heading.

3. In intermediate range planning, it might be feasible to raise the Director of Paramedical Programs, the Director of Technical Programs, and the Director of Occupational Programs (See Item 4 under Additional Staff Needs) to the level of Assistant Academic Deans. This would permit expansion in both technical and occupational programs but would still allow the faculty to be united under one academic dean.

Additional Staff Needs

RECOMMENDATION: To make provision in the organizational structure of Delta College for the performance of the following functions:

1. the direction of a Learning and Instructional Resource Center
2. the responsibility for institutional research
3. the responsibility for systems analysis
4. the direction of occupational programs

The establishment of new positions or a realignment of functions within present positions would make possible the opportunity for new direction and much needed breadth at Delta College. These four positions or functional operations can be more clearly understood from the following comments:

1. Director of Learning and Instructional Resource Center
    a. This position is contingent upon the acceptance of the concept of a learning and instructional resource center
    b. A separate staff position is necessary to coordinate all the various functions and aspects of the center. (See Materials and Instruction Section)
2. Director of Institutional Research
    a. A centralized office of research is necessary in order to coordinate research functions, avoid duplication, and make certain that all needed information is available.
    b. At Delta College experimentation in teaching methods is encouraged. To accurately judge the merits of each experimental method, as compared to a former or conventional method, good research techniques are needed. An office of institutional research would be of great value to the teacher conducting the experimentation.
    c. The Director of Institutional Research would be responsible to the President or his administrative assistant.
3. Systems Analyst
    a. In order to insure maximum usage of all data processing equipment for educational, administrative, and research functions, a systems analyst is needed. Miami-Dade Junior College, Pasadena City College, and Bakersfield College, as well as other colleges visited, employ systems analysts.

b. One of the individual's functions would be to assist business and industrial firms who wish to rent time on either the 1620 computer or other equipment which might be available in the future.

c. Another function would be to supervise the data processing center.

d. The systems analyst should be responsible directly to the President or his administrative assistant.

4. Director of Occupational Programs

   a. This position is contingent upon the development of a broader range of occupational programs.

   b. Under this individual's direction would be all the occupational programs not under the Director of Paramedical Programs or the Director of Technical Programs.

   c. This would permit expansion of programs without adding a director for each new program.

   d. The director should be responsible to the academic dean.

Faculty Senate

RECOMMENDATION: To revise the Senate Constitution in view of the changes in philosophy of Delta College. (Immediate Range)

The Constitution of the Senate was adopted by the faculty at Delta College in April of 1963. Since that time there has been a change in the philosophy of the administration in regard to the position or value of the Senate and the committees of the Senate. These changes in philosophy are not reflected in the Constitution.

There are a number of Senate Constitutions in the Summer Project Team office which can be studied by a constitutional revision committee.

B. Institutional Research

Decision making at all levels of operation in an educational institution requires factual information in the solution of problems.

Institutional research, like all research, is the orderly collection and interpretation of information to the end of making wiser decisions. Institutional research also has come to mean research which is for the purpose of improving instruction.

It is the concern of the Summer Project Team that the findings of basic research such as A Study on Studying by the Community College Planning Center at Stanford University and the periodic reports from the Center on Teaching and Learning at the University of Michigan may be overlooked and never applied and evaluated at Delta College. Although basic research is not categorically beyond the province of the College, we cannot hope to successfully compete with the state colleges and universities except, perhaps, as partners to basic research into teaching and learning.

As a community college, it is appropriate for Delta College to aspire to have a reputation of providing the best instruction available. The contribution that institutional research can make to this end has been demonstrated at colleges such as Orange Coast College, Macomb County Community College and Cuyahoga Community College.

Institutional Study at Delta College

Currently there are several studies either well into the completion stage or just recently completed. Except for a study by the Television Department, all current studies at Delta College are being or have been made by the Student Services personnel.

Through the Office of Student Services, an annual assessment is made of the overall academic success by those former students, who have transferred to one of the state's baccalaureate degree granting colleges or universities. Recently completed by the Dean of Students is a study to determine the number of students who leave Delta College but return at a later time. The most recent activity by the Student Services Office is the analysis of some 75 characteristics of approximately 800 former students who attended the college between December, 1961 and August, 1964. The Director of Cooperative Education has made several studies into the grades of work-study students as compared with the grades of the student body at large. Finally, a different kind of study by the Nursing Division has resulted in a federal grant which is to be used to implement independent study principles similar to those of S. W. Postlethwait of the Purdue University Department of Biological Sciences.

Any omissions in the synopsis of institutional study activities at Delta College are unintentional and may well serve to strengthen a proposal for instituting a centrally coordinated effort of institutional research at the College. In attempting to prepare for work on the Summer Study Project, members often found it difficult or impossible to obtain statistical information about the College. In a few instances this was the source of some embarrassment at host colleges.

Institutional Research at Other Colleges

Many of the colleges visited are planning to establish some form of centrally coordinated institutional research program. Others carry on institutional research in a more or less decentralized manner, and some do little, if any, research. Conversely, it is a rare exception to find a state college or university where institutional research is not taken for granted. Notable among the community colleges that have programs of evaluation through institutional research are Foothill College, Los Angeles City College, and Orange Coast College in California. Others are Macomb County Community College in Michigan and Cuyahoga Community College in Cleveland, Ohio.

Of those junior colleges who do use institutional research as a tool for improving instruction, no uniform pattern of organization was observed. The practice at Macomb County Community College, for example, provides for little faculty involvement; whereas at Cuyahoga Community College, there is a similarity to Delta College's Summer Study Project in that the faculty is used to assist in institutional studies during the third semester of each year.

Coordinating Institutional Research

RECOMMENDATION: To establish an Office of Institutional Research to conduct and coordinate research at Delta College. (Short Range) (See Organizational Structure Section)

In addition to the continuing duties of student follow-up and evaluation of curricula, an Office of Institutional Research would be necessary for implementing many of the recommendations in this Report.

C. Internal Communications

An effective public relations program can be maintained only when internal relations are on a sound basis. A key factor in faculty morale is that of prompt and effective communication, both written and verbal, and no college can long reflect a favorable image in the community unless morale within the institution is at a high level.

Certainly communication alone is no panacea, but effective methods of communication contribute heavily toward the attainment of a feeling of involvement. The trust and loyalty of a faculty is gained by administrators and board of trustee members through proven democratic procedures which involve the faculty on a professional basis. The development of this trust begins with effective communication.

RECOMMENDATION: To publish a regular newsletter for the Delta College "family". (Immediate Range)

1. The newsletter should originate with the Department of Public Information and special steps be taken to encourage regular contributions from the faculty and staff.
2. The newsletter should be initiated on a bi-weekly basis with a goal of a weekly publication when time and staff will permit.
3. Distribution of the newsletter should be extended to spouses of faculty and staff. Consideration would be given to incorporating the Delfemina, the monthly bulletin of the Delta Women's Club, into the newsletter.
4. As a supplement to the regular newsletter, a special faculty and staff bulletin should be published on the morning after each Board of Trustee meeting to transmit the highlights of the business transacted by the Delta College Board. Such a document could serve as a "kick-off" for the next Senate meeting.
5. The following items are appropriate for a regular newsletter:
    a. information from the Board of Trustees meeting
    b. news from the President's Office
    c. division news such as new courses, new methods, projects, etc.
    d. news of trips taken by Delta College personnel
    e. a calendar of events, including events to take place on the Delta College campus as well a proposed off-campus activities of College personnel
    f. information regarding visitors to the College
    g. information about new Evening Division programs and staff
    h. book reviews, recent studies, etc.
    i. exerpts from press releases
    j. personal news items and want ads

RECOMMENDATION: To arrange in-depth campus tours or planned visits to selected offices or departments for Delta College faculty and staff. (Immediate Range)

Such tours should be arranged by the Office of Public Information and would provide an opportunity for Delta College personnel to learn firsthand of the many activities and facilities on the college campus which are not normally seen from day to day or are not covered during an open house.

RECOMMENDATION: To define and publish in the Faculty Handbook the functions of each committee of the Senate. (Short Range)

RECOMMENDATION: To require the chairman of each Senate Committee to give a written or oral progress report in a Senate meeting at least once each semester. (Immediate Range)

RECOMMENDATION: To provide course outlines and objectives for all part-time Evening Division instructors to effect better liaison between Day and Evening Division instruction. (Short Range)

Since many Evening Division credit courses parallel those offered during the day program it is imperative that part-time evening instructors have a complete understanding of the goals and objectives of their courses within the framework of the operational objectives of departments and divisions. Division chairmen, working with personnel from the Office of Continuing Education, should take steps to see that this procedure is carried through.

D. Space and Scheduling

A significant difference observed between Delta College and many of the colleges visited by the Project Team was the use made by these colleges of large lecture rooms varying in size up to seating for 360 students. The philosophy given for the use of these large lecture rooms was that an instructor could give a better lecture if he or she had to give it only once to a large group rather than a number of times to smaller groups. Many of the colleges felt that it was also more economical to teach large class sessions. Some of the colleges included automated control consoles for use in showing slides, filmstrips, and movies. In some of the institutions the faculty received extra credit for teaching the large lecture classes and/or had assistance in checking attendance, papers, etc.

The use of study carrels by many of the colleges was another significant difference. The carrels were usually placed in the school libraries. The librarians unanimously reported the carrels were popular with the students and received high utilization. The St. Louis Junior College District will have 90 per cent of the seating at carrels in one of its new libraries.

Many of the recommendations which follow dealing with the utilization of space pertain to areas within Delta College which the Team was requested to consider. As far as possible, members of the Project Team have met with interested groups before deciding upon recommendations listed in this section.

Utilization of Space

RECOMMENDATION: To establish a reading clinic in the former Student Services Office. (Short Range) (See "Forgotten Fourth" Section)

The complete area is well designed and well situated for use as a reading clinic.

RECOMMENDATION: To establish a reading laboratory and materials center in the former Student Services Office. (Immediate Range) (See "Forgotten Fourth" Section)

RECOMMENDATION: To assign the former evening Division offices to the business division. (Immediate Range)

The offices would house the chairman of the division, the coordinator of distributive education, the coordinator of office education, secretaries, and the general reception area.

This area would give the chairman and coordinators the desired privacy and atmosphere to meet with businessmen. It has the necessary space, and the location is convenient to the main entrance of the building.

RECOMMENDATION: To assign the audio-tutorial laboratory to be developed by the nursing division to the south end of the West Concourse. (Immediate Range)

Placement of the audio-tutorial laboratory in the West Concourse would make it convenient to the audio-visual facilities. In the future when the Library uses all three levels, the lab will be easily accessible to it.

RECOMMENDATION: To install experimental study carrels in the north end of the West Concourse. (Immediate Range)

Approximately 20 such carrels could be placed in this area for the purpose of experimenting with such area use. Good usage of study carrels could become a means to effectively extend Library services into the concourse area.

The long-term plan for utilizing the West Concourse should be studied by the Learning Resources Center Committee.

RECOMMENDATION: To assign the Student Publications Office and the College Council Office to space presently occupied by Saginaw Valley College. (Short Range)

The College Council Office should be located in Room A-6, and the Student Publications Office should be housed in Rooms A-7 and A-9.

The student publications personnel do not feel that their present location is desirable because of excessive traffic, lack of file space, lack of an interview room, and the remoteness of location. Moving the offices to the lower courtyard level would place then in the proximity of the photographer, give them a more central location, and allow an art gallery to be established in the present student publications offices and college council offices.

RECOMMENDATION: To establish an art gallery in the space presently occupied by the student publications staff and the College Council. (Short Range)

This location is near the art department, has two doors for entrance and exit, has the necessary wall space, and would require little remodeling.

RECOMMENDATION: To establish a library for faculty and staff in space now occupied by Saginaw Valley College. (Short Range)

Room A-10 is within the area designated for Library expansion.

RECOMMENDATION: To place study carrels in the Library. (Immediate Range)

Such carrels could be placed on both the main and upper levels along the north end of the Library. For further information concerning the use of carrels, see A Study on Studying prepared by the Community College Center (Stanford University).

RECOMMENDATION: To place typewriters in the Library for student use. (Immediate Range)

The students should have a place to type, and the business education rooms are becoming less available. Space in the Library is presently available on the north side of the west corridor where partitions could be built for both electric and manual typewriters. This space is now "dead space".

RECOMMENDATION: To place record players and tape recorders in the Library for student use. (Immediate Range)

Certain courses require the use of these types of equipment. The Library already has six small rooms available. Each room has a built-in table and will accommodate two chairs. The rooms could be converted at a minimum cost.

RECOMMENDATION: To decorate in a pleasing manner the rooms adjacent to the Commons. (Short Range)

Groups that may be interested in undertaking this project with professional assistance are the county historical societies, the faculty wives association, and the College fine arts department. Possibilities for consideration include decorating in time periods and decorating in a theme which would reflect the area agricultural, automotive, chemical and shipbuilding economy.

RECOMMENDATION: To formulate a policy for the effective use of the planetarium. (Immediate Range)

A member of the College faculty should be given released time to have responsibility for planetarium showings and the development of effective policy. He should investigate the possibility of finding personnel (either from Delta College or the community, including retired professional people) who would be able and willing to present programs to interested groups.

A facility of this quality should receive maximum utilization, both for instruction and community relations. Publications, such as those used at Bakersfield Junior College and Broward Junior College, could be prepared which explain the planetarium and its usage.

RECOMMENDATION: To charge members of the Natural Science Division with the responsibility to develop an outdoor education area in the wooded section to the east of the campus. (Short Range)

After visiting campuses throughout the country, the members of the Project Team became more fully aware of the unique natural resource Delta College has in its 640 acres. All efforts should be made to insure that the natural beauty of this resource be maintained and utilized. An authority in outdoor education resources planning should be consulted.

RECOMMENDATION: To develop directional aids for the convenience of College visitors. (Immediate Range)

1. Public events boards should be placed in appropriate locations throughout the building and kept up to date.
2. The various wings should be conspicuously labled by letter, such as J-Wing, K-Wing, etc.
3. A number of aluminum signs, similar to those presently used, should be placed in appropriate locations throughout the building.

RECOMMENDATION: To include large multi-media lecture classrooms in the proposed new classroom wing. (Short Range)

Classrooms having the following sizes are prefered as a result of study by Project Team Members:

1. one classroom seating approximately 200 students
2. one classroom seating approximately 100-120 students
3. one or two classrooms seating approximately 75 students

4. the remainder of the classrooms designed to seat approximately 40-60 students each

Our present classroom structure does not provide flexibility in class size. If courses are taught utilizing both large and small group discussion techniques, we can anticipate improvement of instruction with either no increase or possibly a decrease in cost. The equipping of the above classrooms needs detailed study. More specific recommendations are required than just size. Details should come from the New Classroom Wing Committee with this committee drawing upon the resources of the Summer Project Report, Project Team members, and information in the files.

Construction

Our visits have impressed upon us the fact that our physical facilities at Delta College are excellent. We saw very few colleges with a physical plant superior to the plant at Delta College. The individuals involved in the purchase of the 640 acre site and the planning of the original building are to be commended.

During our visits we looked for facilities which we do not have at Delta College which would contribute to the objectives of a community college. Two of these which were most noticeable were a swimming pool and a fine arts facility. We saw outstanding programs contributing both to the instructional and community services aspects, and we believe that these two facilities should be incorporated into future building plans.

However, there are other facilities which should be considered in relation to the impact that the recommendations of the Summer Project are going to have on the future direction of Delta College. If a College commitment is made to follow the recommendations of the Project Team, two high-priority items would be occupational and paramedical facilities.

We do not feel that we are in a position to assign specific priorities to the facilities mentioned above. We do urge that the entire staff be involved in helping to determine priorities and a re-evaluation of the master plan. As an instrument for achieving this involvement, we recommend that the file on Mount San Antonio College be utilized.

Without attempting to urge the adoption of any particular idea, the Team reports the following examples of innovative practices observed in building construction which may have value to Delta College in future construction:

1. emergency shower and eye wash facilities in laboratories
2. vinyl wall covering instead of tile, resulting in an attractive, economical, and easily maintained surface
3. a metal strip fastened on the wall to keep chairs from marking the walls

4. swing stools (on hinges and without legs) in labs to avoid clutter and make floor care easier

5. special windows with venetian blinds enclosed between two panes that have the advantage of allowing the windows to be opened and still be able to have a darkened room

6. narrow tables (12 inches) that save space built in large lecture rooms

7. some walls covered with attractive decorative burlap

8. refrigeration cork (at a cost of 20 cents per sq. ft.) attractively used on some walls (We saw some decorative cork which looks almost the same and costs 70 cents per sq. ft.)

9. use of indoor-outdoor carpeting in the entrances of buildings

10. fiberglass chairs which are comfortable, durable, and stack well (40 in 4 sq. ft.)

11. plans for the use of fiberglass (which has a lower heat loss factor than does metal) ventilating duckwork instead of metal

12. the use of lockers (in the art wing) as a dividing wall between the classroom and the hallway

13. use of blackboard covered with fabric for the walls in some of the halls to be used to post multiple displays

14. a hydraulic trailer to make the movement of materials more efficient

15. forklift trucks used in shop areas so an overhead crane requiring high ceilings can be eliminated.

16. use of non-bearing walls within the building

17. gymnasium roof containing many plastic bubbles that act as lens and makes the interior as light as though strong lights were turned on

18. some classroom buildings constructed at the four corners and with storage space, utilities, etc., in the center

19. storage closets with sliding doors made of either chalk board or a cork bulletin board

20. use of soundproof folding dividers, which seemed to be very satisfactory

21. chalkboards fastened to the storage cabinets in shop areas

22. art galleries with electrical outlets located on four-foot centers for panel flexibility

23. experimental theater with folding doors which can be used to convert the theater into two classrooms

24. theater with orchestra pit covered by a portable scaffold for more stage area when necessary

25. asbestos curtain in the theater which is light colored so it can be used as a movie screen without interfering with stage preparations.

26. student center designed with balcony of offices for student government and journalism

27. living-learning center

28. mercury vapor lights which provide excellent lighting used in shop areas where the noise created by them is not detrimental

29. drafting tables in the library for student use during times when the classrooms are closed

30. audio laboratories adjacent to classrooms used in foreign language, music appreciation, history, English, reading and study, shorthand, and technical courses

31. teaching stations located outside the gymnasium area with a glass wall opening into a walkway so students may observe the activities thus creating additional interest by students in specific physical education courses

32. circular buildings containing lecture halls

33. library with tinted glass in some windows

34. library with composition floor padded with a resilient material

35. lecture theaters equipped with individual student response devices

36. classrooms curved so that no student would sit directly behind another student

37. circular buildings having pie-shaped classrooms with slanted seating for optimum use of audio-visual techniques and student viewing

38. rooms having a need for many electrical outlets containing raised floors with the outlets in a vertical position

39. use of irregular roof line in the art wing to insure that each room receives outside light from the north only

40. no exterior windows in the buildings but with many room windows facing a hall to give a more open appearance

Scheduling

RECOMMENDATION: To schedule final exams at a time other than during the fifteenth week of instruction. (Immediate Range)

Exams should begin either on the Saturday following the fifteenth week or on Monday of the sixteenth week.

RECOMMENDATION: To reduce from three to two the number of hours per week during which no classes are held. (Immediate Range)

The present policy has not been effective in encouraging greater student participation in organizations. It also restricts the number of hours during which daily classes can be scheduled.

RECOMMENDATION: To post on classroom doors the hours when the classroom is in use. (Immediate Range)

Students will then know when these rooms are available for study. Cards for this purpose should be prepared by the registrar's office, and slots for the cards should be made in a standard position on all classroom doors where the policy is to apply.

RECOMMENDATION: To request that a critical evaluation be made by the academic dean and the appropriate division chairman of the following areas: (Short Range)

1. minimum class size
2. necessity for the present number of laboratory hours
3. scheduling of classes with limited appeal
4. course proliferation

RECOMMENDATION: To place brochures describing the summer session class schedule in area high schools by April. (Immediate Range)

This may encourage more graduating high school seniors to take summer school courses at Delta College.

RECOMMENDATION: To consider offering special short courses during the summer session. (Immediate Range)

This procedure could result in increased utilization of the physical plant during the summer session.

RECOMMENDATION: To offer only once a year those classes which usually have small enrollments and are not prerequisites for sequence classes. (Short Range)

These classes should be clearly marked in the College catalogue as being offered during the fall or winter semester only.

Small classes are expensive and often are not necessary. Most community colleges have the policy of offering some of their classes which have a small demand only during one specific semester of each school year. If the classes are so indicated in the College catalog, the students can usually plan their programs accordingly with little or no hardship.

E. Data Processing

The administrative use of the data processing equipment available at Delta College has been good. There is, however, a lack of information available in certain areas that normally would be part of the functions of an office of institutional research. When this void is filled, the equipment should be used to a much greater extent for institutional research.

It is unrealistic to compare Delta College's administrative use of data processing equipment with what has been observed in colleges visited by the Project Team. Most of the schools visited by the Team have, in addition to a 1620, a 1400 series computer with random access files, high speed printers, and other forms of input and output devices which are not available at Delta College.

As the College grows, the need will become apparent for a more sophisticated system that can incorporate more of the functions necessary in operating a college.

RECOMMENDATION: To conduct a feasibility study, under the direction of an independent consultant, as to the type of data processing equipment and/or services that should be considered by the College. (Short Range)

Since a great deal of money is involved each year for the rental of data processing equipment, the expenditure for the feasibility study may result in substantial savings in the long run.

In conducting the study, the following choices as well as others should be explored:

1. establishment of an area service, utilizing a System 360 for area school districts that are not yet committed to any given equipment
2. exploration of the possibility of cooperating with other community colleges - This could be patterned after the agreement made by Parsons College, Midwest College, and Hiram Scott College.
3. investigation of the possibility of utilization of COM SHARE,

which is a private organization that will provide computer time sharing for both educational and administrative use

4. investigation of the services provided by the University and College Information System

If either of the first two were considered feasible, it would benefit Delta College as well as the other schools participating. The advantages of a third generation computer would be realized while the cost would be shared on a contract basis. Federal funds might be available for the study as well as for financing part of the service.

RECOMMENDATION: To hire a systems analyst, if a commitment to purchase or lease additional data processing equipment is made, to insure maximum usage of the equipment for both education and administrative purposes. (See Organizational Structure Section)

F. Financial Support

Delta College has been receiving its finances primarily from three sources: student tuition, state aid, and local taxation. In the past, each of these three areas has contributed approximately one-third of the revenue received by the College.

Student tuition has been charged at the rate of $8.50 per credit hour in the Day Division and $10.00 per credit hour in the Evening Division. These rates are near the highest charged in Michigan community colleges.

The amount of state aid to be granted is voted upon annually by the legislature. It is based upon the number of full-time students (12 credit hours or more) and the total number of credit hours taken by the part-time students divided by twelve. The amount of state aid per full-time equated (FTE) student has been increasing, along with the expenses of operation.

The local taxation millage for the College was approved by the voters of the Delta College District in 1958. One-half of one mill was approved for operating purposes, and one mill was approved for the retirement of the debt incurred for the cost of the site, building, and equipment. The one mill for debt retirement was to be collected only until the original debt was entirely paid, with a maximum time limit of eighteen years on debt retirement and twenty years on operating millage. Because the amount of money collected for the retirement of the debt has been greater than originally anticipated, the Board of Trustees for the past few years has authorized the collection of only eight-tenths of one mill for debt retirement. At the present rate the original debt will be paid off in 1968.

In a study made by the Project Team of other community colleges in Michigan, it was found that seventeen of the community colleges levied millage. During the year 1965-66 the lowest millage levied was .90 mill and the highest millage levied was 2.80 mills. The median was 1.25 mills, and the mode was 1.00 mill (seven districts assessed 1.00 mill). Delta College's assessment of 1.30 mills was close to the median.

In the same study it was found that for 1966-67, the estimated millage of one college would be increased from 1.26 mills to 1.91 mills and the millage of another would be increased from 1.75 mills to 2.65 mills. One college, which will not open until 1967, will decrease its millage from 1.50 mills to 1.00 mill.

The June, 1966 bulletin of the American Association of University Professors includes a listing of the average salaries of full-time faculty in six community colleges in Michigan for both of the years 1964-65 and 1965-66. Delta College is the only one of the six community colleges which has a lower average full-time faculty salary in 1965-66 than it did in 1964-65. The decrease for Delta College faculty was $14. The increase in the average salary in the other five community colleges was $396, with a low of $118 and a high of $751. (The average increase for returning Delta College faculty members in the fall of 1965 was $385.)

The same study showed the average salaries of full-time faculty members in eight Michigan community colleges during 1965-66. These averages were $7605, $7744, $7935, $8009, $8350, $8461, $8710, and $9015. The average salary at Delta College was the second lowest ($7744) of the eight listed. However, there were twenty-one Michigan community colleges under operation during this period.

The relative financial situation at Delta College (as compared to other colleges, community and four-year) has diminished considerably since the College opened in 1961. It is the recommendation of the Summer Project Team that a number of new programs be instituted at Delta College. Some of these programs would necessitate a considerable amount of money; and if Delta College is going to grow and expand its program as recommended, additional finances will be necessary.

The authorization of one mill for debt retirement will expire in two years. Unless continuing millage is authorized by the voters of the Delta College District, the amount of millage that may be levied will then drop to five-tenths of one mill. This would be considerably less than the millage collected in any of the other community college districts in Michigan. Delta College is in a reasonable position to go to the voters in the near future and request authorization for continuing millage.

RECOMMENDATION: To consider, at a date prior to the expiration of the presently authorized one mill for debt retirement, a request to the voters of the Delta College District for the approval of the continuation of the authorized one mill, currently allocated to debt retirement, to be used at the discretion of the Board of Trustees for construction, debt retirement, or operations. (Short Range)

RECOMMENDATION: To decrease the amount of tuition charged for both Day and Evening Division students to not more than $7.50 per credit hour, providing the Delta College District voters approve the continuation of the millage to be collected and providing the State of Michigan continues to increase the percentage of support which it grants. (Short Range)

RECOMMENDATION: To charge tuition in the Evening Division at the same rate as in the Day Division as soon as finances permit.

VII. A LOOK TO THE FUTURE

A. From Recommendations to Action

The Delta College Summer Study Project, Surveys of Educational Environments (SEE), was officially terminated on August 10, 1966. From this Study have come a considerable number of recommendations for the Delta College personnel to consider. All of the recommendations, along with suggested priorities, have been listed in the Appendix for reference. We hope that one of the first steps to be taken will be the assignment of each recommendation to responsible persons or committees so that formal consideration can begin during the first semester, 1966-67.

Although some may consider this Report as the final and most significant part of the Project, we prefer to view it as only the second phase of a continuing effort to establish Delta College as a truly progressive institution dedicated to serving the Tri-County area. The first phase was the activity of the Project Team during its fifteen-week tenure. The third, and most important phase, is the action resulting from the Project.

The experiences of SEE will be translated to action only to the extent that the faculty, administration, and Board of Trustees are willing to accept responsibility for action. We are convinced that an institution is only as vital as the faculty and staff who function therein. Therefore it is imperative that total involvement be the foundation for action resulting from recommendation. The Project Team has been acting as a representative for all members of Delta College. The Team has been exposed to a selected group of experiences, has shared and will continue to share these experiences, and is prepared to serve in any possible way to implement those recommendations that are deemed worthy by Delta College personnel.

Since activity related to the recommendations is going to be dispersed throughout the College, we see the need for an evaluation and progress report before the end of the 1966-67 school year. We suggest that on March 1, 1967, the Project Team be reconvened and charged with the responsibility of preparing a report on action taken on recommendations during the first year.

B. Maintaining a Dynamic Institution

The definition of dynamic, as used in this context, is "pertaining to or characterized by energy or effective action - opposed to static". To be a dynamic institution is a goal which is pursued by many but achieved by few. The major problem does not seem to be in identifying such an institution (one has little trouble recognizing this feature even in a short visit),but in setting forth procedures which will provide a framework in which the desired goal can emerge.

We see four major factors involved in keeping an institution dynamic. These are listed below and are followed by our recommendations which are divided into three groups as suggested by the following list:

1. a structure which provided an expedient course of action from the idea stage to implementation
2. a systematic method of collecting and disseminating ideas and research data
3. a staff which is abreast of changes in their field
4. an attitude which encourages freedom of thought and action - The fact that this is an intangible does not detract from its importance.

Implementation of Ideas

RECOMMENDATION: To appoint a committee having the responsibility for evaluating and coordinating proposals for experimentation and research, as well as informing College personnel of approved proposals. (Immediate Range)

A definite procedure for the dispensation of proposals encourages efforts in experimentation and research. Action is more likely if one knows that he will receive a fair audience and a decision within a reasonable amount of time.

This recommendation is also consistent with our desire to continue the work of the Summer Project. There are several areas that merit further study. It is our desire that some of these be assigned to faculty members in the future for more concentrated research.

Collecting and Disseminating Ideas and Research Data

Essentially the Summer Project was a massive effort to collect ideas. During the summer we concerned ourselves with possible methods of continuing the spirit of the Project by different means.

RECOMMENDATION: To assign a staff member the responsibility of maintaining contact with various agencies which are emerging as clearinghouses for research data and making these data available to College personnel. (Immediate Range)

In the interest of economy and of providing the best possible techniques for the student body, it is essential that we are always aware of what is being done across the nation. New agencies such as Compact and the Educational Research Information Center are now preparing to offer this information.

RECOMMENDATION: To establish an innovations library for the use of Delta College personnel and any other interested educators. (Short Range) (See Library Section and Space and Scheduling Section)

A considerable amount of material has been collected by the Project Team, and this would serve as a start. Additional materials such as the research data mentioned in the preceding recommendation and results of institutional research would be added in the future.

RECOMMENDATION: To consider the formation of a domestic teacher exchange program between Delta College and other community colleges. (Intermediate Range)

An exchange program would provide an orderly and systematic flow of information and ideas among community colleges. We view it as a more efficient and, perhaps, more economical method for collecting information than the short on-campus visit.

A considerable amount of research was done on this topic. (Details may be found in the Summer Project files.) No national program was found nor was any indication concerning the formation of such a program discovered. However, interest appears to be strong both at Delta College and around the nation. El Camino College does participate in some exchanges and more details should be obtained from them.

Since no agency exists to administer an exchange program, the major problem is making contacts and arrangements. We suggest the following points for consideration:

1. Select a group of community colleges to be queried as to possible participation in an exchange program. El Camino College should be one of those selected since they have some experience and contacts. In conjunction with this we should consider the possibility of seeking federal or foundation funds for establishing Delta College as the central agency in a pilot project.
2. Submit a recommendation to the American Association of Junior Colleges that they consider establishing a national clearinghouse for an exchange program.

Professional Growth

Professional growth can be defined as the continuing mastery of the expanding knowledge in one's field of concentration, the continuing mastery of the learning and teaching processes, and the application of each to the improvement of the total instructional program in the College.

Presently at Delta College we have no policy which requires faculty members to continue their professional growth after they have tenure. Methods of encouragement include the granting of leaves for continued study, a fund to provide up to $500 per year for educational expenses, support for attence at conferences, and a sabbatical leave policy. Professional growth is considered in determining promotions and salary increases but lack of written guidelines makes consistent evaluation impossible.

Formalized in-service training is limited to pre-school sessions in the fall and some meetings with members of the administration, such as the Dean of Students, throughout the year.

Many of the colleges visited this summer had policies which were intended to encourage the faculty to continue growing in their field. Most often this policy was written into either the salary schedule or the promotion requirements. Some schools have complex systems of points for university courses taken, in-service training projects, educational travel, work experience, campus leadership, etc. These points are used for determining promotions and an instructor's position on the salary schedule.

RECOMMENDATION: To adopt a policy which will assure a pattern of continuous professional growth on the part of all members of the Delta College faculty (Short Range)

A committe such as the Teaching Faculty Executive Committee should be given the responsibility of formulating the policy. If possible, the policy should be put into effect by the 1967-1968 academic year. The following principles should be considered in making up the policy:

1. All professional growth should be related to the improvement of instruction.

2. Professional growth should include a variety of experiences and not be limited to just formal university courses.

3. Divisions should recommend what activities, courses, etc. are acceptable as professional growth in their divisions.

4. Provision should be made for credit for in-service training.

5. The professional growth requirement should be tied to rank and salary.

6. Recognition should be given for work completed between the

Master's degree and Doctoral degree level

RECOMMENDATION: To adopt a policy which would encourage Delta College personnel to attend classes at Saginaw Valley College (Short Range)

In addition to the above recommendation, consideration should also be given to developing a reciprocal arrangement for tuition between Delta College and Saginaw Valley College.

As Saginaw Valley College grows, many opportunities for professional growth will be readily available. The slight inconvenience in scheduling would be insignificant in relation to the values secured from a better prepared staff member.

RECOMMENDATION: To develop an organized in-service training program at Delta College. (Short Range)

Such an organized in-service program should include both divisional level and college level programs.

The job of keeping up in a particular field of knowledge and keeping abreast of new developments in education is becoming increasingly difficult. The College should help faculty members by providing consultants, materials, and regular sessions on topics which are of significance to the instructional program. Many innovations are not accepted by faculty because there is no provision for orientation and training.

A committee of the Senate should organize and maintain the program of in-service training. The program should be tied to a professional growth requirement so that those who participate get recognition toward the fulfillment of the requirement; however, participation should be voluntary.

Conclusion

Project SEE has had, and will continue to have, a far reaching impact on Delta College. The faculty and staff, through their representatives, have had a selected group of experiences which will undoubtedly influence "change" within the institution: change in the behavior of faculty and staff toward students, the community, and each other as manifested by a willingness to listen, to try, to explore, and perhaps to experiment; change as it affects plans of action for higher quality teaching for greater numbers of students; and change as it opens a wider window through which to view the role of the community college.

The experience of Project SEE will be translated into action as the faculty and staff function in all areas of Delta College; classroom, committee work, and planning. A wider influence will reach the community through individual and group dialogue. As faculty members function in the classroom and within divisions, the experiences of Project SEE will consciously or unconsciously incorporate new ideas and innovations in teaching classes. The extent to which these experiences will influence the quality of instruction at Delta College cannot be measured in dollars.

It can be evaluated, perhaps in terms of more competent, knowledgeable educators. The administrative activitiesof Delta College will also be influenced by the corporate experience of Project SEE. There is probably no facet of the institution that will not receive some benefit from the total College committment to Project SEE.

Committees within the College will be able to function from a broader base of knowledge and experience gained through the Project. Many of the materials collected during visits will have direct value to committee functions such as those dealing with construction ideas, specific curricula, Library, study carrels, etc. The knowledge, experience, and enthusiasm of the Team members as the representatives of the College should enable Delta College to become a truly progressive institution dedicated to serving the Tri-County area.

The investment made by the Board of Trustees in the future of Delta College is contained in the living part of the Project, that is, the people. It is the people within that really make an institution dynamic; not the building, equipment or materials, although "things" are needed as well. There are no formal recommendations proposed as to the utilization of the Project members, but each one is ready to serve as best he can. It may well be that the greatest return of the investment will come from the extended effect of a vital experience for the entire institution.

It is the people within who have the potential to maintain a truly dynamic institution.

APPENDIX

SEE - PROJECT TEAM MEMBERS

Brendan R. Cahill (English)

Bruce C. Corliss (Geology)

Robert H. DeVinney (Mathematics)

Eldon D. Enger (Biology)

Floyd A. Feusse (Business Education)

Samuel J. Freed (Physics)

Richard E. Klein (Economics)

Crystal M. Lange (Nursing)

Donald L. Laughner (Mathematics)

Marjorie M. Leeson (Business Education)

Donald A. Miotto (Mechanical Technology)

Richard H. Northrup (Biology)

Harry G. Parks (Political Science)

Andrejs G. Straumanis (Languages)

SEE - EDITORIAL BOARD

Kenneth E. Borland

Bruce C. Corliss

Robert H. DeVinney

Kenneth Heafield

ALPHABETICAL LISTING OF THE VISITS OF THE PROJECT TEAM BY STATES

California

- Bakersfield College
- Cerritos College
- Chabot College
- City College of San Francisco
- College of Marin
- College of San Mateo
- Compton College
- El Camino College
- Foothill College
- Fullerton Junior College
- Golden West College
- Laney College
- Long Beach City College
- Los Angeles City College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- Modesto Junior College
- Mt. San Antonio College
- National Conference on Systems Approaches to Curriculum and Instruction in the Open Door College (at U.C.L.A.)
- Orange Coast College
- Pasadena City College
- San Bernardino Valley College
- San Diego City College
- San Francisco State College
- Santa Ana College
- Systems Development Corporation
- University of California at Los Angeles

Florida

- Florida Atlantic University
- Junior College of Broward County
- Manatee Junior College
- Miami-Dade Junior College
- New College
- St. Petersburg Junior College
- Clearwater Junior College
- University of South Florida

Illinois

- Architecture and the College (at the University of Illinois)
- Chicago City Junior College
  - Crane Branch
  - Loop Branch
  - Southeast Branch
  - Wilson Branch
  - Wright Branch
- College of the Air

Iowa

Parsons College

Michigan

Center for Research on Learning and Teaching--University of Michigan
Dearborn Branch of the University of Michigan
Handley Public School of the City of Saginaw
Henry Ford Community College
Justin Morrill College--Michigan State University
Lansing Community College
Living-Learning Center--Michigan State University
Macomb County Community College
Michigan Association of Higher Education Annual Spring Conference
Michigan Bell Telephone Company Centralized Plant School
Monteith College--Wayne State University
Oakland Community College
Reading Clinic--Pontiac, Michigan
Reading Clinic--University of Michigan

Missouri

Junior College District of St. Louis--St. Louis County
Stephens College

New York

Conference on Biomedical Communications; Problems and Resources
Erie County Technical Institute

Ohio

Cuyahoga Community College
Penta-County Vocational School and Technical College

Pennsylvania

The Institute for the Development of Human Potential

CHART I - SOURCES OF INFORMATION

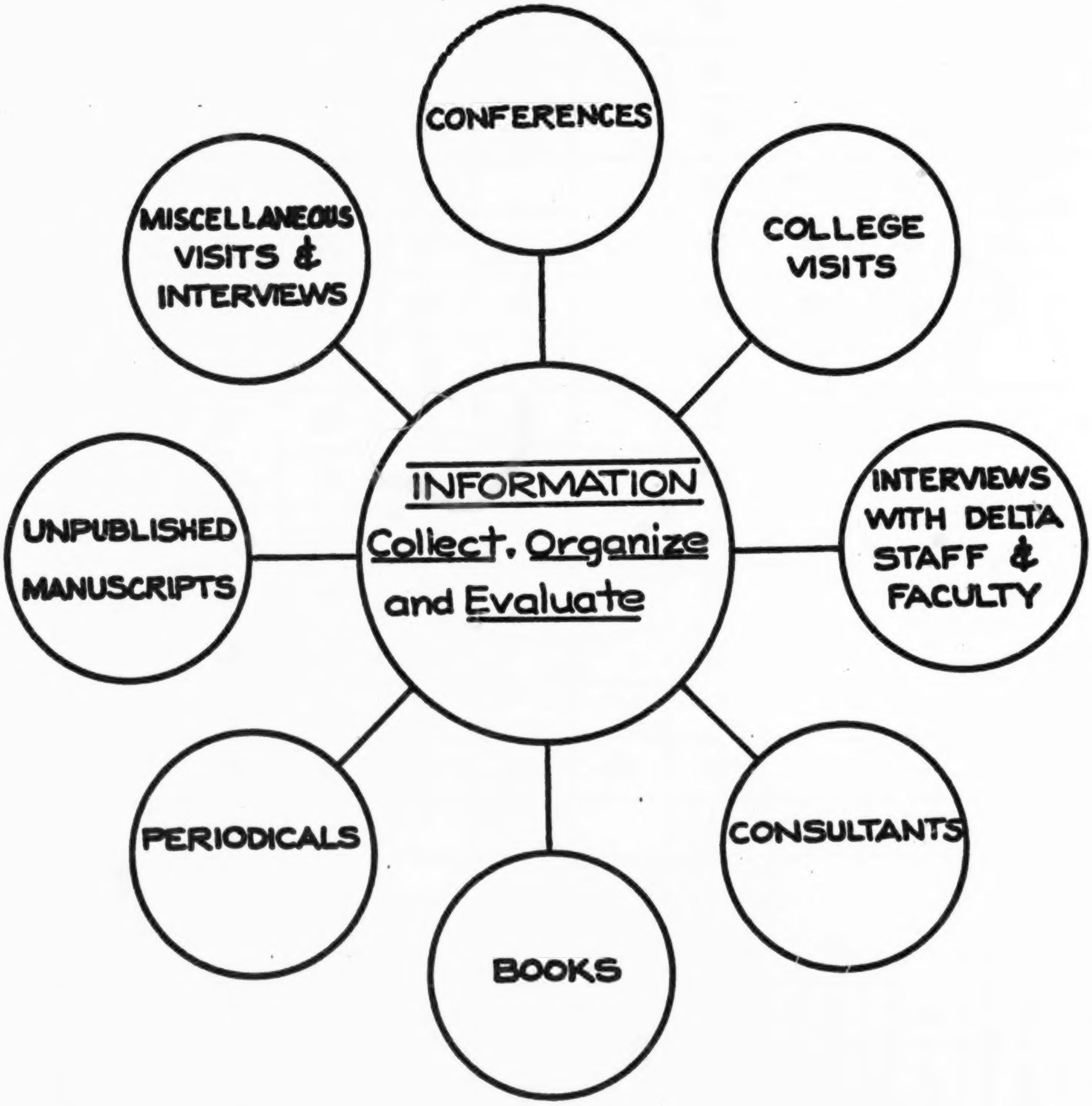

CONFERENCES
MISCELLANEOUS VISITS & INTERVIEWS
COLLEGE VISITS
INFORMATION
Collect, Organize and Evaluate
UNPUBLISHED MANUSCRIPTS
INTERVIEWS WITH DELTA STAFF & FACULTY
PERIODICALS
BOOKS
CONSULTANTS

CHART II - WEEKLY RESPONSIBILITIES

INFORMATION: Collect, Organize and Evaluate

WEEKS

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	READING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2	TEAM LIBRARY & CHECK-LIST		●	●	●	●	●	●	●	●	●	●	●	●		
3	VISITS		●	●	●	●	●	●	●	●	●	●	●	●		
4	CONSULTANTS		●						●		●			●		●
5	SPECIALTIES SOLIDIFIED		●													
6	SUMMARY REPORTS		●	●	●	●	●	●	●	●	●	●	●	●	●	●
7	BRAIN-STORMING							●	●	●	●	●	●	●	●	
8	SUB-TEAM DRAFTS								●	●	●	●	●	●	●	
9	CONSENSUS DRAFTS										●	●	●	●	●	●
10	EDITING														●	●

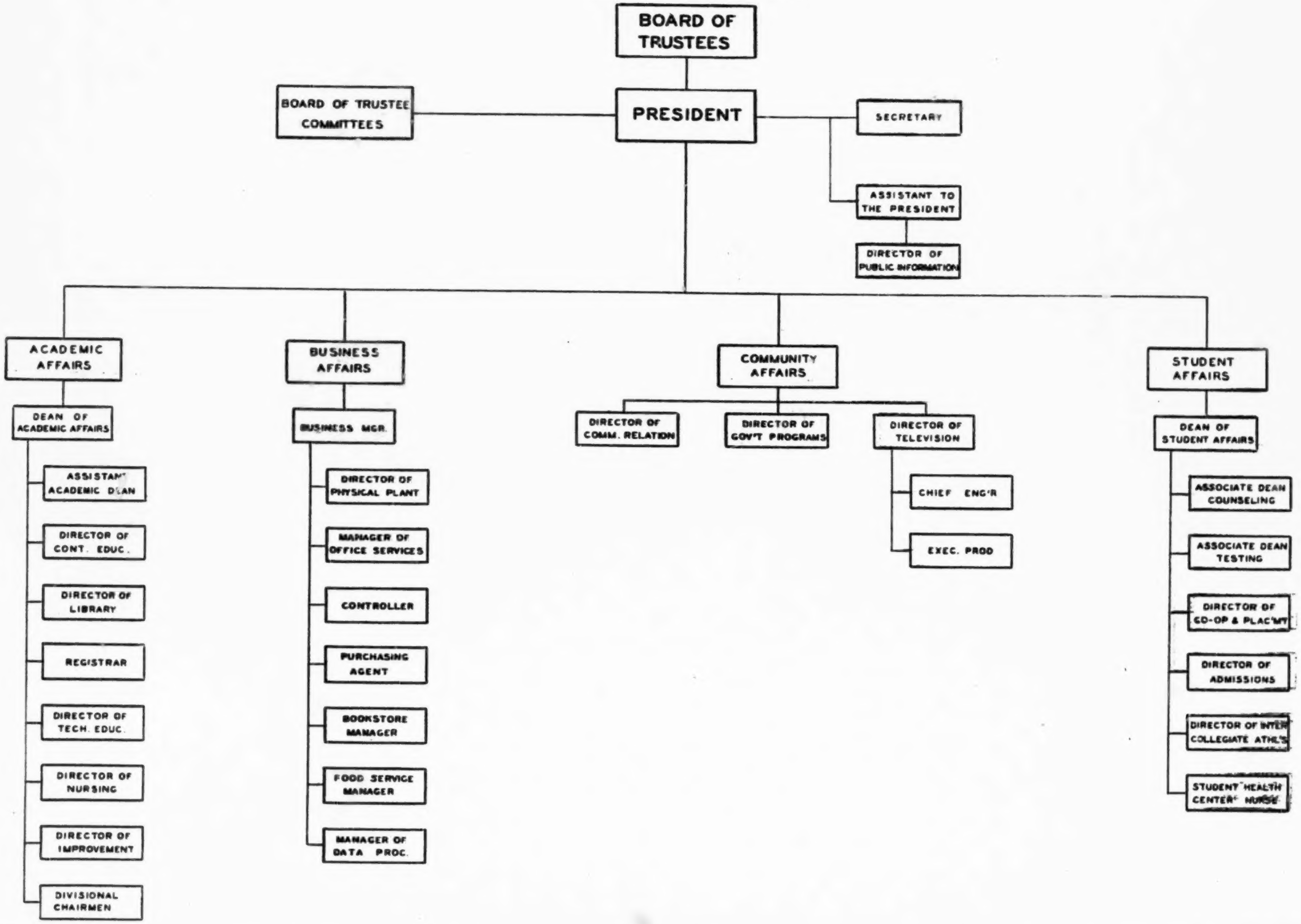
CHART III - NUMBER AND TYPE OF INSTITUTION VISITED

		CALIFORNIA	FLORIDA	ILLINOIS	IOWA	MICHIGAN	MISSOURI	NEW YORK	OHIO	PENNSYLVANIA	TOTAL
1	COMMUNITY COLLEGE	24	5	5		4	1	1	2		42
2	STATE COLLEGE		1			2					3
3	STATE UNIVERSITY	1	2			2					5
4	PRIVATE COLLEGE				1		1				2
5	CONFERENCE	1		1		1		1			4
6	READING CLINIC					2					2
7	LEARNING RESEARCH					1					1
8	T.V. COLLEGE			1							1
9	EQUIPMENT DEVELOPER	1									1
10	PUBLIC SCHOOL					1					1
11	TELEPHONE CO. SCHOOL					1					1
12	SCHOOL FOR HANDICAPED									1	1
	TOTAL	27	8	7	1	14	2	2	2	1	64

CHART OF ORGANIZATION

DELTA COLLEGE

UNIVERSITY CENTER, MICH.


BOARD OF TRUSTEES
PRESIDENT
BOARD OF TRUSTEE COMMITTEES
SECRETARY
ASSISTANT TO THE PRESIDENT
DIRECTOR OF PUBLIC INFORMATION
ACADEMIC AFFAIRS
DEAN OF ACADEMIC AFFAIRS
ASSISTANT ACADEMIC DEAN
DIRECTOR OF CONT. EDUC.
DIRECTOR OF LIBRARY
REGISTRAR
DIRECTOR OF TECH. EDUC.
DIRECTOR OF NURSING
DIRECTOR OF IMPROVEMENT
DIVISIONAL CHAIRMEN
BUSINESS AFFAIRS
BUSINESS MGR.
DIRECTOR OF PHYSICAL PLANT
MANAGER OF OFFICE SERVICES
CONTROLLER
PURCHASING AGENT
BOOKSTORE MANAGER
FOOD SERVICE MANAGER
MANAGER OF DATA PROC.
COMMUNITY AFFAIRS
DIRECTOR OF COMM. RELATION
DIRECTOR OF GOV'T PROGRAMS
DIRECTOR OF TELEVISION
CHIEF ENG'R
EXEC. PROD
STUDENT AFFAIRS
DEAN OF STUDENT AFFAIRS
ASSOCIATE DEAN COUNSELING
ASSOCIATE DEAN TESTING
DIRECTOR OF CO-OP & PLAC'MT
DIRECTOR OF ADMISSIONS
DIRECTOR OF INTER COLLEGIATE ATHL'S
STUDENT HEALTH CENTER NURSE

A LOOK TO THE FUTURE AT DELTA COLLEGE

A Report of a National Survey
of Educational Environments
Summer, 1966
Part II

JC 660 415 (PART 2 OF 2)

ED011452

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Conference on Systems Approaches to Curriculum and Instruction in the Open Door College
Crane Branch - Chicago Junior College
Cuyahoga Community College
El Camino College
Erie County Technical College
Florida Atlantic University
Foothill College
Fullerton Junior College, Fullerton, California
Henry Ford Community College
Justin Morrill College
Laney College
Lansing Community College
Long Beach City College
Loop Branch - Chicago City College
Los Angeles City College
Los Angeles Trade-Technical College
Los Angeles Valley College
Macomb Community College
Miami-Dade Junior College
Michigan Bell Telephone Company Centralized Plant School Detroit, Michigan
Michigan State University
Modesto Junior College
Monteith College
Mt. San Antonio College
Mt. San Antonio College Library
Oakland Community College
Orange Coast College
Parsons College
Pasadena City College
Penta-County Vocational School and Technical College
Preliminary Scout Team Report
Reading Clinic - Pontiac, Michigan
San Bernardino Valley College

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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UNIVERSITY OF CALIF.
LOS ANGELES

DEC 14 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 660 415

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Wilson Branch - Chicago City Junior College
Wright Branch - Chicago City Junior College

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A REPORT ON THE CONFERENCE: ARCHITECTURE AND THE COLLEGE - STUDENT HOUSING

Visited on: April 18-20, 1966
Visited by: Martin Wolf and Don Miotto

Architecture and the College -

Student Housing is the second such annual conference on college architecture. The conferences are held at the Illini Union Building on the campus of the University of Illinois. The proceedings of each conference is transcribed, published and sent to conference members. Delta did not send representatives to the first Conference in 1965, but a copy of the proceedings of both the first and second are to be sent some time in the fall.

A list of addresses delivered at the conference may assist those who have a special interest in the subject of Student Housing to direct themselves to the full preceedings when they are made available.

1. The Future of Higher Education and the Problem of Cost
   Edward L. Katzenbach

2. Federal Participation in Planning and Financing the Facilities for Higher Education
   Jay Du Von

3. Translating the Educational Program of an Institution into Physical Facility Requirements
   Harlan D. Bareither

4. Formulation of the College Building Program - A Program for Design
   Frank J. Matzke

5. College Housing as Learning Centers
   Harold C. Riker

6. College - Owned and Privately - Financed Student Housing
   Paul J. Doebel

7. Student Housing From the Office of the Architects Collaborative
   Norman Fletcher

8. Student Housing as a Community
   Gyo Obata

9. The Individual in Mass Housing
   Fred Bassetti

10. University of Illinois at Chicago Circle - Revisited
    Walter A. Netsch, Jr.

11. Miami-Dade Junior College: Design Objectives and the Administration Viewpoint
    Donald C. Bulat
    Lester Pancoast

12. Scarborough College - A New Campus for the University of Toronto
    John Andrews

13. Simon Fraser - A University Founded in British Columbia
    Arthur Erikson

14. Tour of Chicago Circle Campus
    Donald D. Hanson

At the conclusion of each day a seminar composed of speakers for the day answered questions from the floor. The seminars answered many questions left unanswered in the prepared addresses and may well do the same for readers of the published proceedings.

BAKERSFIELD COLLEGE

Contact: Edward Simonsen, President
Visited by: Robert Devinney, Eldon Enger, Ken Borland, John Beach
Visited on: May 17, 1966

I. PHYSICAL PLANT

A new Language Arts Building is being planned, which will have two lecture halls similar to the Forum at Orange Coast. This building will also have room for a TV studio. At present, they are not using TV to any great extent.

The library is located in the geographic center of the campus. The library has an art gallery in it, in addition to an Art Building which also has display areas for paintings, etc. The college seems to serve as the cultural center for the area. This year they are holding the seventh annual Fine Arts Festival. These events are apparently well attended.

The library is open until 10:00 P.M. during the week, and is open on Saturday and Sunday during final exams to accomodate the students.

Located within the library building is the audio-visual facility. Part of this is a listening laboratory. I spot checked students to see what they were doing and got the following results:

A. One student was listening to a tape he had made of a speech he was going to give in order to polish the product.

B. Students were taking shorthand.

C. Students were listening to Spanish tapes.

D. One student was listening to a taped lecture of a philosopher (required for the course).

E. One student was listening to a play for an English Literature class.

This survey suggests a very comprehensive use of their listening laboratory.

The College had a notable AV department under a full-time director, Dell Wheteler. He is currently involved in the planning of the new Language Arts building which will be the center for the AV services in the future. Of particular interest to us are the services which will be provided when the new facility is available. They include:

1. Graphics Art Lab.
    a. Full-time artist.
    b. Produce transparencies.
    c. Produce 2 x 2 slides, etc.
2. Faculty recording center. (audio)
3. Study skill center.
    a. Programmed materials.
    b. "How to study" helps.
    c. Six auto-tutor units.
4. Film dealing services.
    a. Six class size viewing rooms. They hope to almost eliminate the showing of 16 mm films in the classroom, but prefer to schedule several 30-minute showing times for classes so that students view films outside of class time.
    b. Single concept 8 mm films to be shown throughout the campus on the 20 to 25 projectors they will have by Fall, 1967.
    c. Transparencies to be shown on the 41 overhead projectors, which they now have on campus.
5. Listening laboratory with 110 stations.
    a. Including the possibility of using closed circuit TV and carrels. Also a dial access system throughout campus.
6. Ten sound-proof booths.
    a. Listening and taping capabilities.
7. Several small group practice rooms (six to eight students).
    a. For seminars, debate, music groups, speech, etc.
8. Four language labs and two reading improvement labs.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

The Home Economics division has within it a child study center under the directorship of Mrs. Barbara Hoyt. This is presently being used as a training ground for Nursery School Teachers. Operation Headstart has created a demand for nursery school teachers. To date all who have graduated from this program and wanted a job have gotten jobs.

The child study center is run like a cooperative nursery school. Presently, there are 70 families involved. They have a waiting list of children waiting to get in. Coupled with this is a parent education program. The parents (usually the mothers) cooperate in taking care of the children and also come one morning a week for a parent education class. They can earn credit for the class but as I understand it, the credit is not transferable.

In addition, the college does the same sort of thing in a slum district, which is predominantly negro and where the average income is $3,000 per year. This is truly a community effort. An organization known as Friendship House provides the building. The AAVW provided the equipment. Churches helped in various ways and the college provided the instructor. Since the Friendship House is also being used to train nursery school teachers, part of the money needed comes from the federal government under the VE act. All indications are that the Friendship House is a rousing success. Of the 20 families enrolled, only one dropped out and that only because the family was leaving the area. As in The Child Study Center, the parents are enrolled in a parent education program. In this case, they do not get credit. Many of the people enrolled don't have the educational background to do college-level work.

Much of the success of Friendship House appears to be the result of an instructor who is dedicated to the project and devoted considerable time to developing cordial relations with the people by making home visits, etc. School officials in the area have indicated that there seems to be an improvement in understanding between school officials and the parents of children.

The Child Study Center and Friendship House represents a community approach to a problem which has many aspects to it:

A. It serves as field training for teachers.

B. It helps to upgrade preschool children.

C. It helps to educate parents to their responsibilities.

D. It helps to improve the relations between the population and the school system which serves it.

Bakersfield is also noted for its O program. The letter O stands for opportunity and the program is designed to give low ability students an opportunity to get a college education. For a description of the O program see the paper, "Meeting the Needs of the Less Able Junior College Student" by John J. Collins. (March, 1964)

III.
thru
V. Nothing unusual.

VI. USE OF DATA PROCESSING EQUIPMENT

Bakersfield College has an extremely talented person on the faculty who is an excellent writer. As a result of this, they make excellent use of the equipment for both educational and administrative purposes.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Nothing unusual.

VIII. INNOVATIONS

Nothing unusual.

IX. MISCELLANEOUS INFORMATION

Bakersfield College provides bus transportation to some of the students. It is my understanding that these are high school buses which can deliver students to the college also.

By California law any student who lives more than 100 miles from a college is able to draw $1.50 per calendar day. Bakersfield College also provides $1.50 per school day for these same students. This is separate from state aid.

A small dormatory (60 students) is present on the campus for some of the students who would find it inconvenient to travel to and from the college.

In planning for the future, the administration is following pretty closely a survey made by a Mr. Peterson. This survey was made to determine the future needs of the college district. A copy of this survey should be sent to us shortly. This may give us some ideas on what to look for if we should decide to make a survey of the Delta College service area.

Recommendation: I feel that we don't really know what the needs of the Delta College area are and that a serious study should be made of the area to guide future planning.

X. EVALUATION OF TEAM VISIT

Bakersfield College appears to be a very well run shcool. The administration seemed to be a very close knit group. About five of the administrative personnel had had courses from B. Lamar Johnson so they were thoroughly aquainted with his basic philosophy. It appears as if Johnson has disciples scattered throughout the state of California in various administrative capacities. This may be giving us a slanted view of things.

BROWARD COLLEGE
Fort Lauderdale, Florida

Contact: Dr. E. P. Lauderdale, Dean of Faculty
Visited by: DeVinney, DuBois, Leeson
Visited on: July 19, 1966

GENERAL BACKGROUND:

Broward, a college approximately the size of Delta, is in its sixth year of operation. A trimester calendar, very similar to Delta's, is currently used. The faculty at Broward has objected to three semesters a year for two reasons: (1) Too much material has to be covered in the fifteen week semester. (2) The limited enrollment of the third semester causes a financial burden.

There is no distinction between day and evening college. The faculty teaches day and evening courses as part of their regular assignment. If additional instructors are needed for night classes, the division heads aid in the selection of the part-time staff.

PUBLIC RELATIONS:

A consultant, Mr. Don Cuddy, is hired on a part-time basis to work in this area. Mr. Cuddy feels that it is the function of the college to show leadership in bringing the three communities in Broward County (Fort Lauderdale, Hollywood, and Pompano) closer together. He anticipates doing this by sponsoring joint projects, cultural events, and social activities. An auditorium which will seat two thousand will be constructed to aid in planning such activities.

A historical outdoor summer theater, centered around the Seminole Indians, will be sponsored as an annual event.

A weekly radio program, directed by Broward students, featuring various feeder high schools is planned as an aid in improving relations with the area high schools.

In all areas of public relations, Mr. Cuddy plans to use students and alumni as much as possible. Some of their alumni have expressed an interest in forming an alumni organization. The administration hopes that the proposed alumni organization will provide individuals interested in promoting the Broward immage in both the community and the area high schools as speakers for various functions. It is anticipated that it will be a strong group as the interest has come from within. Ultimately they hope to have an Alumni Day which honors distinguished alumni, homecoming events, etc.

A film, in color, is being prepared that will be used to tell the complete Broward story. It is being done in stages by making short film clips about a single idea, or program, now being used at Broward. These clips are used over television to 'advertise' Broward and its programs to the public. All the short clips will be edited into a half hour color film. It is estimated that the total cost will be approximately $7,500.

ADVISORY COMMITTEES

When working with advisory committees they stress to the members of the committee that their function is only advisory. An agenda is sent out in advance for each meeting. The committee elects officers and minutes are kept. However the meeting is chaired by the Dean of Technical Education. Dean Kotchi felt that the advisory committee should have not less that five and not more than seven members. Some unusual ideas presented in relationship to advisory committees were:

1. Advisory committee members are asked to accompany Dean Kotchi when he speaks before professional organizations.
2. Advisory committee members are listed in the college catalog and are invited to college functions.
3. Once a year a reception is held for all advisory committee members, high school counselors and department heads. Entertainment as well as a formal program is featured at the annual event.

STUDENT SERVICES

Ten full-time counselors are employed at Broward. In addition, part of the advising is done by SELECTED faculty members. Selected faculty members will either be given release time or additional compensation for advising. These same faculty members will be asked to help advise students in the summer.

Group counseling has been used in working with incoming Freshmen. They have found that ten is the ideal number.

Under the direction of student services, two experimental programs are being tried:

1. Guided studies program. A group of students who seem to be in academic trouble were selected and put through a ten-to-twelve week intensive course which included reading and study skills. The first group that participated

in this program raised their grade point average significantly after completing the program. Broward hopes to get all teachers to see the value of such a program so that they will suggest to their students, who are having academic difficulty, that they should participate in the program.

2. Project LIFT. This is an experimental core program designed for the disadvantaged student. Specialists from the Junior High schools will be used as part of the teaching staff. A team teaching technique will be used. One counselor will be assigned to every twenty-five students in the program. Plans are now being completed and an application for Federal funds to finance the project will be made. It is hoped that after one semester of the core program, that most of the students will be able to take a full academic load.

An orientation course for freshmen is being planned for the first time. A copy of the suggested course is to be mailed to the project team.

When the counselors go to the feeder schools they normally take along students from that high school to help answer questions. The counselors visit each high school in the county twice a year.

CLASS SIZE

The administrators at Broward feel that community colleges should not have large lecture sections. If they do have large sections, the student looses one of the advantages of attending a community college. Class size at Broward is as follows:

% of classes	range in size
80 %	15 - 35
10 %	35 - 60
10 %	less than 15

The average class size is about 20 students per class section. Normally classes under 15 are avoided. However, if the class is the final semester of a sequence of classes, it is felt that the class should be given regardless of size.

DATA PROCESSING

Currently a 1620 and a 1401 are used for administrative work and by students in programming courses. The introductory Data Processing classes average about 35 students per section. However, the programming classes are usually limited to 6 or 8 students. A System/360 is planned in the future and again it will serve both educational and administrative uses. The Director of Data Systems reports directly to the President. It is one of his functions to schedule the computers, to serve both needs, on an equitable basis.

MISCELLANEOUS INFORMATION

Each department, in the technical division, is required to sponsor either a workshop or seminar each year. The department is responsible for the details but may use outside resources.

Hospitality center. A limited number of rooms will be available in part of the student union for what will become the hospitality center for out-of-city guests. It is hoped that this center will encourage groups to hold workshops at Broward. It will also serve a dual function by giving students, majoring in hotel management, some practical experience on campus.

Study skills course. Students who are weak academically are able to withdraw from a course late in the semester without penalty, if they elect in its place the study skills course. A special study skills course is started late in the semester to fill this need.

EVALUATION OF THE VISIT

The project team members were very well received by the Broward administrators. It was apparent that Broward is involved in a good deal of institutional research and experimentation. The time spent at Broward was very profitable.

AUG. 2, 1966

CENTER FOR RESEARCH ON LEARNING AND TEACHING

Contact: Dr. Stanford Ericson
Visited on: 23 June 1966
Visited by: Cahill, DeVinney, Enger

The center is under the direction of Dr. Stanford Ericson who is a learning theorist. The major emphasis in the center is to provide the optimum learning situation irregardless of cost or educational tradition.

In our interview with Dr. Ericson he touched on a number of widely varying topics. He felt that line television is not effective and that it can only be justified on an economical basis as a dispersal medium. He felt that the student needs to know when he understands something and must have the opportunity to find out the answers to his questions when the questions arise.

These were three major types of individualized instruction devices at th center:

1) An audio-tutorial carrel equipped with an 8 mm technicolor projector, a Mark IV Fairchild 8 mm sound projector, a slide viewer and a tape recorder. Carrels will be placed in the new library addition for two reasons.

   (a) To get students aquainted with them and,
   (b) Preliminary to expansion into the audio-tutorial type of educational systems.

2) $9,000 worth of 3 M equipment which was capable of manufacturing aperture cards which could be read on a reader-printer. If the student wishes a copy of the microfilmed material, he just pushes a button and receives his copy. The chief advantages of the system are:

   (a) Since the microfilm is mounted on IBM cards there is the capability of automated retreval mechanisms and,
   (b) The course taught in this manner can be instantly updated simply by putting a new card in and removing an out-dated card.

3) A terminal device for computed-assisted instruction. We were given a demonstration of a German course. The computer is located in Yorktown, New York.

The Center publishes semi-regularly "Memos to the Faculty" on a variety of subjects related to learning and teaching. Numbers 1 through 17 are available from the Project library and we will be receiving additional numbers as they are published.

Recommendations: We would use a learning theorist on campus as:

1) an instructor OR
2) to give a symposium OR
3) as a consultant

June 29, 1966

CERRITOS COLLEGE

Contact: William Keim, Administrative Dean, Community Services
Visited on: May 18, 1966
Visited by: Eldon Enger, Richard Northrup, Harry Parks, & Martin Wolf

I. PHYSICAL PLANT

The general plant is adequate in most areas, although expansion is planned. In general, the campus is attractive with the buildings separated by grassy areas which have benches, which are used for study. A circular building contains six lecture halls, and a new theater building is being used extensively by the community.

II. TYPES OF PROGRAMS & HOW THEY ARE DEVELOPED

Many of the courses offered are traditional lower division courses. In the math area, 80% of 2200 students are taking high school level math courses.

Lay advisory committees are used in curriculum planning, particularly in the technology and business areas. Mr. Paul Henry, Chairman of The Technology Division, has one man on his staff who has as his full-time duty the coordination and organization of lay advisory committees. In addition, two full-time counselors are involved in counseling students in technical and vocational programs.

Mr. Paul Henry mentioned two areas where he felt Cerritos College was doing things differently in the technical field.

A. They had strong programs in metalurgical technology and numerical control as a result of local aerospace industry.

B. He was also concerned that, in many cases, community colleges seem to be overtraining many of the people in the technical and vocational programs. He suggested that they will begin to produce job-centered curricula in many of these areas without trying to give the student a "liberal education" at the same time. This would mean that the vital course work, in many of these programs, could be covered in one semester or so.

III. COMMUNITY RELATIONS AND INSTITUTIONAL RESEARCH

Cerritos College is THE example of a community centered college. They make extensive use of lay advisory committees in all aspects of the college's program, both academic and cultural. When you go to Cerritos College, you have the impression that if the community recognizes a problem or a need, that the college should be able to do something about it.

A separate division of Community Services presents concerts, plays, documentary films, an art exhibition, lectures, forums and seminars. Much of the planning of these events is done by lay advisory committees. These advisory committees meet monthly for about an hour and a half. In addition, the Chairman and Vice-Chairman of each advisory committee are members of an advisory council, which serves to coordinate the activities of the community services' program.

Before the community services program was instituted in September, 1964, a complete study was carried out by Ervin L. Harlacher who was one of B. Lamar Johnson's students. This study gives the step by step procedure followed by the people making the study.

RECOMMENDATION: All team members read Harlacher, Ervin L. (1964) A Program of Community Services For Cerritos College. Community Services Study Report Number V.

Although the community services program has only been in existence for two years, the success of this program is great. I feel that this is due to two major factors.

A. The entire service area of the college was involved in the planning and development of the program through the use of lay advisory committees and community surveys.

B. All aspects of the program are widely advertised by brochures. The mailing list is very large, perhaps 10,000.

IV.
thru
VI. Nothing unusual.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

The evening college is rather diverse. In the math and physical sciences, all night school instructors are part of the regular faculty. In many of these cases the night school teaching is part of the regular faculty load. In other areas of the school, faculty are recruited from the community. Many of the courses taught at night are non credit courses, which are developed as a result of the community services philosophy.

VIII. INNOVATIONS

Nothing unusual.

IX. MISCELLANEOUS INFORMATION

A one-half unit orientation course is required of all students.

Cerritos College is quite decentralized with major administrative personnel in various areas being free to originate and implement changes in their areas This may, in part, be due to the extensive use of lay advisory committees.

QUESTIONS

A. Are we serving our communities as well as we could?

B. Would a sense of involvement be generated in our communities if we had more advisory committees?

JUNE 1, 1966

CHABOT JUNIOR COLLEGE

Contact: Reed L. Buffington, President - Superintendent
Visited on: May 20, 1966
Visited by: Northrup, Parks, Ballard, Laughner, Cahill, Siehr, Hendershot, Straumanis, DuBois

I. PHYSICAL PLANT

The physical plant at Chabot Junior College is outstanding. Construction is still underway with a 1400-seat auditorium just being started and the physical education area not yet completed. However, the library, classroom buildings, and office buildings were completed, except for the installation of equipment in many areas, and these are impressive. President Buffington told us that the faculty was used in all of the planning to the extent that their signature was required on the final plans before building could begin. We had trouble contacting faculty members to get their reactions, but the group felt that the facilities reflected what we were told by the President. Following are several features that we felt worthy of mention.

A. All structures were planned with a minimum of maintenance in mind. Nothing on the exterior required painting except for the spouting. All windows can be washed from the inside. Vinyl wall covering was used instead of tile, resulting in an attractive, economical, and easily maintained surface. In classrooms a metal strip was fastened on the wall to keep chairs from marking them.

B. Rooms of various sizes and design allow for a high degree of flexibility. The majority of classrooms are designed for forty to fifty students. There are three lecture halls which seat 55, 76, and 155 students. Heavy use is made of folding dividers, Huflor, Series 4500C. These were checked for soundproofing and found to be very satisfactory. There are project rooms for student use and a research lab for faculty use.

C. Classroom and office buildings are placed in an elliptical pattern around the library and auditorium. (See enclosed diagram.) Office buildings are separate, but adjacent to related classroom buildings. The fact that buildings face inward toward the library is in keeping with Chabot's philosophy that the library should be the center of learning activities. Each building has its own unit for heating and ventilating. The technical-vocational buildings were deliberately placed among the other structures as an indication that these programs were equal in importance to any others.

D. We noticed several minor features that seem worth noting. Mercury vapor lights are used in shop areas where the noise created by them is not detrimental. They provide an excellent lighting system. Chalkboards were fastened on the storage cabinet doors in shop areas. Swing stools were

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used in labs to avoid clutter and make floor care easier. Also in the labs a system of storing drawers was used which permitted more people to use the lab. (See Ballard or Northrup.) There are some other features noted under Section IV.

E. The Learning Resource Center is the focal point of the entire complex and houses the library, the audio-visual center, and student services.

1. The library, located on the second floor of the building, can now seat 20% of the student (day) body but as the number of students grows, it will drop to about 14%. Heavy use is made of carrells. Most of the stacks are in the balcony with reference etc., on the main floor. Copy machines are used extensively and help to cut down on book and magazine loss. Most of the library area is carpeted, reducing noise. There are study rooms, both small and medium in size, and one large conference room with a divider. There is a room equipped with typewriters and an iconomatic coppier. There is a faculty browsing room where all new books are put on display for two weeks, after which they can be checked out. This room has several small desks and easy chairs.

2. Student Services is located on the first floor of the building. This is consistent with the philosophy that operations should be for the convenience of the student and not the administration.

3. The Audio Visual Center is also located on the first floor. A full-time specialist is in charge of this operation. A large room with carrells is in this section with a dial access audio system in the works. There is a television studio with an audio and visual control room but no equipment had been installed as yet. Specification for this section is being sent to Mr. Ballard and will be placed in this folder when received.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. This was a difficult area to evaluate because of the short time the school has been operating. President Buffington expressed a strong committment to independent study and the physical facilities certainly reflected this. The program is not very comprehensive at this time but plans are being made for orderly expansion.

B. The facilities available to the music department indicated a desire for a strong program. In this same area an outstanding Little Theater was available for use.

C. A mathematics lab was situated in the science-math office building. This lab will be used to teach all high school level math courses.

D. All study skills are taught by counselors.

III. TEACHING METHODS

Once again the newness of the operation prevented any observation or evaluation in this area. With the wealth of facilities and equipment available, a return visit to Chabot in two or three years to observe what uses the faculty is making of these facilities should be very profitable. (See Section I and II.)

IV. SPECIAL EQUIPMENT

A. Emergency shower and eye wash facilities in labs.

B. An emergency lighting system powered by cadmium batteries, which can provide up to eight hours of light for use in emergencies.

C. A hydraulic trailer to make the movement of materials more efficient. The trailer used is the Schramm Wonderlift, manufactured by Selma Trailer Manufacturing Company, Selma, California.

D. Fork lifts are used in shop areas so that an overhead crane with high ceilings can be eliminated.

E. Specifications on the Audio-Visual Center are being sent to Mr. Ballard.

F. Automatic balances are used in the labs to save time for students.

G. Special windows with venetian blinds are enclosed between two panes of glass which has the advantage of not having to clean the blinds, and also of being able to open the window for ventilation while still maintaining a darkened room.

V. COUNSELING AND INSTITUTIONAL RESEARCH

A. All counseling is done by professional counselors. Student Services is located in the Learning Resource Center. (See Section I.-E.)

B. A set of offices is reserved for the Director of Institutional Research but these are not operating as yet.

VI. DATA PROCESSING

A two year data processing curriculum is in operation. Educational use of equipment takes precedence over administrative uses. Administrative functions are performed after 10 P.M.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. Teachers are permitted to teach two nights a week in addition to regular load.

B. The auditorium is being made larger than originally anticipated because the community wanted greater seating capacity for community events. They put forth an additional $400,000 to defray the cost of greater capacity.

C. Once again the newness of the school did not permit further evaluation of these areas.

VIII. INNOVATIONS

A. The entire physical plant was innovative in many respects. (See Section I)

B. For freshman orientation, an all day outing was held with recreation, entertainment, and an opportunity to meet faculty members.

C. The Library Handbook seems expecially well done. (See enclosed copy)

IX. MISCELLANEOUS

A. The ratio of supporting personnel to faculty is 2 to 3.

B. The student ration is 1 to 27, and there is a continuing effort to raise this ratio for purposes of economy.

X. EVALUATION OF TEAM VISIT

The team was particularly impressed by the physical plant and facilities and by the philosophy as expressed by President Buffington. Unfortunately, it was impossible to evaluate the use of these facilities or the practice of the philosophy because of the newness of everything. We also had trouble contacting faculty members because it was Friday afternoon.

President Buffington enthusiastically related several important points to us concerning Chabot Junior College. He emphasized that everything was faculty planned and that architects were given specifications on the interiors of buildings and told to work from that. He also pointed out that Chabot was to be a student-centered institution and everything else was to be of secondary importance, including faculty and administration. Tied in with student-centeredness was a committment to a greater degree of independent study with maximum usage of the Learning Resource Center.

Even though it was impossible to evaluate the realization of these objectives at the present time, the team did feel that everything we saw in terms of plant and facilities substantiated President Buffington's statements. We are of the opinion that a visit to Chabot Junior College in two or three years would be a very worthwhile experience. With the facilities that are available and with the dynamic leadership of the President, the faculty should be able to produce many exciting innovations.

JUNE 1, 1966

CITY COLLEGE OF SAN FRANCISCO

Contact: Louis F. Batmale, Co-ordinator of Instruction
Visited on: May 19, 1966
Visited by: Pease, Miotto, DuBois, Laughner, Enger, Leeson

I. PHYSICAL PLANT

Nothing Unusual

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

The strong programs were in the technical areas.

Very strong hotel and restaurant programs. They have received several Statler grants. One was received two weeks ago, as Statler feels their food programs are a prototype for Junior College food programs.

The last programs they developed were Police Science and Fire Science.

See listing in "City College is Your College".

The programs were developed by using advisory committees. They used both approaches:

A. Develop program. Then present to advisory committee.

B. Work out program with the advisory committee.

The programs were reviewed by the advisory committee. Some programs were developed based on anticipation of need.

III. TEACHING METHODS

Use of T.V. Non-professional type tapes were made which had a great deal of educational value. They have portable video tape recorders to record material presented in the classroom. Used Sony Equipment, which produces the narrow video tape. (See MAY issue of Consumers Report.)

Used T.V. live presentation in the foods and dental programs to get better coverage of the techniques being used to a larger number of people.

IV. SPECIAL EQUIPMENT USED

Sony video recorder in the classroom.

Language lab used in the teaching of English as well as in foreign languages.

Closed circuit T.V. is used in the foods program, dental program, and to tape and replay lectures. The administration uses it as a source of getting information to the necessary individuals.

V. COUNSELING AND I. R.

Counseling is based on high school records and tests. They also use group counseling in Psychology of Study. Vocational counseling is also available. Group vocational guidance is given in Problems in Vocational Adjustment. Exploratory courses are used in most areas.

The student remains with the counselor for his entire stay at City College. Students with clear cut objectives are assigned to faculty members in the Technical Division. The other students, ones without clear cut objectives, are counseled by the staff counselors.

If a student does not do well on a given course of study, the student goes before a committee. If the committee feels that the student is aiming too high in his course of study, he may be able to drop back to a lower-level curricula without being dropped from the college and being requested to wait before coming back.

VI. USE OF DATA PROCESSING EQUIPMENT

Currently only tab equipment is on campus. This equipment has very limited usage. No educational program has yet been developed.

Dr. Harry Buttimer, Dean of Instruction, has a proposal which was approved, requesting a 1440 compter and all the needed I/O equipment. It was requested that the proposal be sent to us. If we do not receive the material we should, write and request the material again.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Nothing unusual

VIII. INNOVATIONS

They are in the process of developing a program for Teaching Assistances. The program was developed by working with the Secondary and Elementary Schools. No material is currently available. They may have some published material in a month or two. If we contact Dr. Batmale at that time, he would be willing to send the material.

Use of students in campus security. Each student on the Police Science program must work six hours per week in the area of campus security. He is paid only for the hours over six that he might put in.

Follow-up study and how it was done:

A. Students receive a certificate of proficiency when he finishes the technical programs.

B. This is used as the file for name, address, etc.

C. Used only graduates from the last three years.

D. A form letter was used for each technical program which the student completed and returned.

The follow-up study gives the information they need to evaluate the effectiveness of each individual program.

Research has been done to establish the validity of the Pre-Engineering test. The student must have a score of 24 or more to enroll in the Pre-Engineering program.

Recruitment day. Representatives from various industries are on campus to interview students for jobs. The students file folder of grades and recommendations are made available to the representatives from industry.

Permit student to change curriculum rather than being dropped from college. (See # V, 'Counseling And I. R.')

IX. MISCELLANEOUS INFORMATION

None.

X. EVALUATION OF THE VISIT

From talking to students and faculty the impression created was that it was not a 'vital' school but very traditional in teaching methods. Any further contact should be by mail to secure the information needed.

It might be worthwhile to send for their follow-up forms. We should secure the proposal for the Data Processing Equipment, and material on their Teaching Assistance program.

6/1/66

COLLEGE OF MARIN

Contact: Mr. Albert C. Heppe, Assistant Dean of Instruction
Day Visited: Thursday, May 19, 1966
Visited by: Robert DeVinney, Harry Parks, Carl Krathwohl, Mike Crovella, Crystal Lange, Jane Sutton, Bill Hollaway

I. PHYSICAL PLANT

A. Student Center:

1. Faculty lounge and dining facility separate
2. Student journalism offices are located in student center
3. Student government officers' areas located in center
4. Attractive balcony arrangement

B. Gymnasium

1. Small teaching stations are located outside the large gym area; glass wall opens in a court area so that people may see the activities; created interest
    - a. Dance room
    - b. Physical fitness room
    - c. Co-educational judo facilities
    - d. Effective community recreation usage
    - e. Pools; dressing rooms most attractive with glass wall looking on a small patio of flowers

C. Auditorium in process of building

II. TYPES OF PROGRAMS AND HOW THEY ARE DEVELOPED

A. Work-study program in distributive education

B. Primarily a degree oriented student body

C. There is an outstanding facility for the study of marine biology with a laboratory set-up at the water side. Students and faculty considered the marine biology particularly outstanding.

D. Occupational - technical courses listed in catalogue

III. TEACHING METHODS

A. Use of 8 mm materials is under way with plans for expansion. The following people have prepared materials and are willing to share materials and experiences:

1. Mr. Steve Bruff, Geology Department
   a. Three films completed to date
2. Mr. Donald Greenfield, Technology Department
   a. Survey of the field: Machine shop
   b. How to make a sphere on a lathe
   c. Operating the milling machine
3. Photography: Mr. Ernest Caillat, Assistant Director of A.V.
   a. Use of Bolex Camera
   b. Use of Kodak Sound Projector

IV. USE OF SPECIAL EQUIPMENT

Classrooms are small and poorly ventilated. Other than use of 8 mm films, as described, the usual A-V materials are used in a traditional manner, though limited because of room size in some areas.

V. USE OF FULL-TIME COUNSELORS AS IN OTHER CALIFORNIA SCHOOLS

Nothing unusual

VI. USE OF DATA PROCESSING EQUIPMENT

A. In registration they have a double registration system. The student plans a course and registers prior to classes; at the end of 2 weeks he registers a second time in those courses he decides to complete.

B. Data processing equipment was used by the college during the day and contracted out to the county schools during the night hours.

C. It appears they have a good program in business, but are not using equipment in Math.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. The catalog lists the advisory committees by name and committee.

B. College of Marin Foundation - a vehicle for funds to provide scholarship funds. Contributions are tax deductible and free from encumberance by operational budget.

VIII. INNOVATIONS

(Refer to #IV, 'Special Equipment Used')

IX. MISCELLANEOUS INFORMATION

A. Coaching load

1. Reduced teaching load of 7 hours for coaching a major sport
2. Reduced teaching load of 3-4 hours for coaching a minor sport

The purely academic faculty felt the administration was strongly physical education orientated. One faculty member indicated the president's claim to fame was the development of a six-man football team for high schools.

They mentioned that 10% of their budget was from federal funds. One third of the evening college faculty are day faculty. They are restricted to one evening class assignment. Student and faculty have a free period every Thursday from 11:00 a.m. to 2:00 p.m. for all activity programs. Some credit by examination on an informal basis (as described on page 30 of the catalogue).

They are very proud of their high scholastic rating; perhaps they are a little too exclusive in their programs. No student of theirs had ever gone down in grade point average when transferring to a senior institution.

MARIN serves a wealthy community with a highly professional background while, at the same time, there is a low income culturally deficient area. The low income groups have not been served extensively, but there are some programs in the planning phase designed specifically for the low income area. There is a large agriculture area in the north of the district, but no programs are offered in agriculture. The college has not been too much "in tune" with community needs.

X. AREAS FOR CONSIDERATION

A. The student center design

B. Consider the physical education facility as a possibility when Delta's facility is to be expanded.

C. Consideration of faculty lounge area

D. Keep informed of the developments in the 8 mm materials.

E. Foundation Fund

6/1/66

COLLEGE OF SAN MATEO

Contact: Dr. Bortolazzo, President
Visited by: Ballard, Borland, Cahill, Corliss, Klein, Northrup, Siehr, Wichman
Visited on: May 19, 1966

I. PHYSICAL PLANT

The campus at San Mateo is located on the crest of the hills west of the city of San Mateo, California, and is one of four campuses which will ultimately serve the district. The beautiful buildings of white concrete and stucco are grouped in subject matter areas with the library learning resource center being one of the focal points. The upper floor of this central library building houses a rather conventional library facility. The lower floor contains the closed and open circuit television facilities, a separate audio-visual center, and a large audio-library.

II. TYPES OF PROGRAMS

Plans appear to be completed for a summer program in which 50 students, desirous of attending San Mateo in the fall, will be selected from the district on the basis of low performance on the S.C.A.T. This program will emphasize reading, basic arithmetic, and a counciling program designed to acclimate the low achiever to college attitudes. It is hoped that this "Head Start" program will bring these students to a level where they can succeed in an occupational program. It should be added that in general there is lack of sympathy for this program on the part of many of the faculty.

A summer program, which recognizes the high level high school students, has been in existance since 1963. Such individuals are offered the opportunity to enroll in regular freshman courses during the summer.

A course for low ability students in Historical Geography will be offered in the fall. This will be team organized and taught by faculty in Geography and History. Two graduate students will assist. The course is designed to "develop historical-spatial concepts". It will fulfill three units of the seven-unit history requirement.

An advance placement program is in operation. Either the high school students come to early morning classes on campus, or the college teacher holds class in the high schools.

The television facility is used in training students both for television production, and in communications. In the latter program, they may work toward an F.C.C. license. Television as a service area has a budget triple that of Delta's.

The production of video tapes by faculty is encouraged by ample released time. The instructor gets 4/5ths released time to prepare the tape, and 2/5ths time each semester it is used to keep it up to date. Despite this administrational policy, the instructor to whom I talked expressed a willingness to make tapes if he were given time off to make them.

Several of their occupational courses were noted as being particularly well organized. Among these were Cosmetology, Electronics, and Aeronautics.

III. TEACHING METHODS

The audio-library is equipped with headsets for about 300 students. Most of these are wired to open tables; however, a few carrels were being tried (with mixed reaction from the students). There were 16 playing decks for tapes, each deck played to a designated group of library table. There were also eight disc record players for which certain tables were designated. The library had 700 catalogued tapes and numerous records.

The main use of the audio-library was made by language classes; however, classical, and popular music received a lot of play. Important lectures, by famous philosophers, etc., are on tape and available for class use. These were three separate rooms off the main audio-library, each of which had eight recording machines. Language students used these to compare their pronunciation to that of the master voice. In addition, there was a regular language laboratory in another building. A remedial English course was offered, in addition to a two-track freshman sequence.

IV. SPECIAL EQUIPMENT

Described as audio-library.

V. COUNCILING AND INSTITUTIONAL RESEARCH

The low ability students were assigned to a professional counselor until they became acclimated, at which time they were reassigned to advisors in specific subject matter areas.

They have made an exhaustive study of their feeder high schools to determine the validity of the high school grade point average as a student evaluation tool. (See the Study of The Academic Performance of Students from Local High Schools, which is in Dr. Siehr's possession.)

An evaluative study has been made to determine how good a job has been done by a video taped Health Education course.

It may be of interest for us to get information concerning the success of their summer program for the disadvantaged.

VI. DATA PROCESSING

The equipment is used for both administrational and educational purposes.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

As was true of most of the schools visited, extensive use of lay advisory committees was made in the development of new curricula. These programs were typically introduced in evening college.

VIII. INNOVATIONS

The use of the audio-library was perhaps the most striking new development at San Mateo, although their attempts to work with the low ability groups may be worth further investigation.

IX. MISCELLANEOUS INFORMATION

None.

X. EVALUATION OF TEAM VISIT

In general, the team considered San Mateo to be both beautiful and functional. We were also impressed by the administrational philosophy. The president remarked that the college operated on the belief in the "Dignity of all men, and the dignity of all work". He noted that he took particular care to maintain this philosophy in the employing on new faculty.

MAY 31, 1966

COMPTON COMMUNITY COLLEGE

Contact: Mr. Foster Davidoff, President
Mr. Robert A. Mortenson, Dean of Instruction
Day Visited: Wednesday, May 18, 1966
Visited by: Ken Borland, Richard Klein, Don Miotto

I. PHYSICAL PLANT

Established 1927, most buildings completed 1951. Enrollment has leveled at about 2400 day students 30% of which are in minority groups.

II. PROGRAMS

The most significant feature of their program is the LEVEL PROGRAM. Students in the lower 10 percentile are placed in LEVEL I, Terminal students are placed in LEVEL II, Transfer students are placed in LEVEL III. The level program came about as a result of several complex conditions. The more important of these are; student enrollment was dropping sharply; Compton was transfering a disproportionate number of students; Faculty salary had to be raised; failure and drop-out rates were too high. There is a heavy use of exploratory classes for those students who are undecided about career objectives.

The level program has just completed its first year and is part of a five year schedule of improvements.

III. TEACHING METHODS

All instructors, in so far as possible, teach in all three levels.

Nothing is done or implied (salary included) to equate teaching level with prestige.

Careful initial counseling and placement tests to determine level placement.

All instructors are evaluated annually by his immediate supervisor.

It was recognized early that language ability and verbalization would be key to academic success.

Oral verbal ability was noted to be unexpectedly high in Level I students.

Level I Language Arts classes are now 5 days per week with emphasis on oral rather than written or reading assignments.

IV. SPECIAL EQUIPMENT

Compton was among the first Junior College to use Educational television but is not being used much today.

There appears to be some internal disagreement as to the place ETV should occupy in the curriculum.

V. COUNSELING AND INSTITUTIONAL RESEARCH

Compton is not satisfied with present guidance testing program and is currently developing better techniques for student placement.

Currently use Purdue English and SCAT with high school records to determine placement.

A carefully planned system of community integration and involvement in the college and the college's involvement in the monority groups of the community. This included the faculty, administration and the governing board becoming involved in the community power structure at all levels particularly in minority groups such as the Human Relations Council, Civil Rights Groups, and a Compton College initiated Human Relations Seminar.

VI. USE OF DATA PROCESSING EQUIPMENT

None

("No gimics")

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Day school in most cases is from 8:00 a.m. to 1:00 p.m. and evening classes start at 5:00 p.m. and are similar to day classes.

The community relations techniques at Compton while not unique are highly developed and have successfully enabled the college to become a college of community service serving all socio-economic levels.

See II PROGRAMS above and LEVEL REPORT in file.

VIII. INNOVATIONS

LEVEL PROGRAMS particularly Level I in its ability to retain students who in the past did not remain more than two (2) or three (3) weeks.

See item II PROGRAMS and LEVEL REPORT in file.

IX. MISCELLANEOUS INFORMATION

None

X. EVALUATION OF TEAM VISIT

The level program as a result of sincere efforts on the part of faculty, administration and governing board has appeared to work.

The report LEVEL PROGRAM (included) covers only the first semester observations of the LEVEL PROGRAM.

Future progress will be well worth watching. President Davidoff and Dean Mortenson both welcomed correspondence between Delta and Compton in order that we may keep posted on their future activities with the level program.

6/1/66

CONFERENCE

on

SYSTEMS APPROACHES TO CURRICULUM AND INSTRUCTION
IN THE OPEN DOOR COLLEGE

University of California, Los Angeles

Monday, July 18,
Tuesday, July 19, and
Wednesday, July 20, 1966

Sponsored by:

American Association of Junior Colleges,
Accrediting Commission of Junior Colleges
of Western Association of Schools and Colleges,
UCLA Junior College Leadership Program

Report Prepared by:

Bruce Corliss
Don Miotto
Andrejs Straumanis

This report includes a summary of the content and the highlights of the several papers presented at the conference, together with pertinent comments and suggestions on our part. All of the papers of the conference will be compiled as UCLA Occasional Report Number 9, available next winter.

Since we were delayed in reaching Los Angeles due to the airlines strike, we missed the first day of the conference. Only the titles of the first four papers are included here.

THE OPEN DOOR COLLEGE: A COMMITTMENT TO CHANGE

John Lombardi, Assistant Superintendent
Los Angeles Junior College District

LEARNING THEORIES AND INSTRUCTIONAL SYSTEMS

Harry F. Silberman
System Development Corporation

DEFINING INSTRUCTIONAL OBJECTIVES

Arthur M. Cohen, Assistant Professor of Higher Education
University of California, Los Angeles

DEVELOPING AND VALIDATING INSTRUCTIONAL MATERIALS THROUGH THE INSTRUCTIONAL SYSTEM APPROACH

Robert E. Corrigan
Litton Instructional Materials, Inc.
(A mimeographed copy of this paper is available in the Summer Project Library)

AN AUDIO-TUTORIAL APPROACH TO BOTANY

S. N. Postlethwait
Purdue University

The evolution of the Audio-Tutorial program in botany at Purdue was traced from its inception about five years ago in response to a concern that all students were not reaching their potential. This historical summary was a capsule of the information presented in Postlethwait's book, An Integrated Experience Approach to Learning (1964), available in the Summer Project Library.

A film was shown to illustrate the program in action. Scenes of the General Assembly Session (GAS), the Small Assembly Session (SAS), and of students working in the Independent Study Session (ISS) were shown. The film also included examples of the use of 8 mm single concept films in the course.

One major change has been implemented since the publication of the book referred to above. This is the use of an Integrated Quiz Session (IQS) as a partial substitute for SAS. Previously, each student was required to present himself weekly for an individual oral quiz. The scheduling and time problems made this prohibitive. As a result, students now meet in groups of eight for ½-hour weekly for an oral quiz. The same students remain together in groups of eight throughout the semester, while the senior professor rotates among the groups.

All studies conducted on the system have indicated that students perform at least as well as in more traditional situations, and in less time. Over the five years at Purdue, student's grades have sharply improved at all levels. Dr. Postlethwait stated that he had never before seen students perform more enthusiastically or at such high levels.

Other points made by Postlethwait:

1. We have long known that learning is done by the learner, so why have we missed for so long?

2. Principles for learning:

   a. Intelligent use of repetition
   b. Opportunity for concentration
   c. Association
   d. Appropriate sized units of subject matter, to be determined by the individual student
   e. Adaptation of nature of communication media to nature of objective
   f. Opportunity for student to choose communication media best for him.
   g. Integration of sequence of learning events. Learning sequences can enhance and supplement one another if brought into proximity and structured.

3. Cost is not of consequence, since the objective is to help the student learn. However, this system does result in savings in several ways.

4. Many administrators are concerned with too many problems not connected to learning. Stumbling blocks must be eliminated if creative teachers are desired.

5. As teachers, we have an obligation to use the facilities available, to look around and do things while waiting for other things to happen, and to provide the administration with ammunition to gain funds.

6. Good undergrad students, or housewives, may be used in junior colleges to take the place of graduate assistants. Secretaries should be used for recording grades, etc.

7. It would be worthwhile to give every teacher an undergrad student to stand at his elbow.

8. A course should not be programmed so that it can be completed too quickly. Seasoning is important and this takes time.

9. There is a need to avoid becoming too mechanistic and to avoid measuring all objectives in scientific terms.

10. There is a need to avoid the new educational jargon, and to go back to the simple terms.

11. Objectives of a unit (in this botany course) are such that each student is expected to learn 100% of the unit, not 60% or 80%.

(Mimeographed copies of this paper are available from Dr. Postlethwait at Purdue University)

PLANS AND PROPOSALS FOR TEACHING

A Workshop for Junior College Instructors
Conducted by Arthur M. Cohen, UCLA

The emphasis in this session was on defining course objectives. The essentials of writing objectives were developed through a taped program with 35 mm slides presented by Dr. Cohen. It was determined that specific objectives must be defined for all courses.

An objective is "a statement derived from a goal and spelled out in terms of specific student action:. Each objective must specify the following:

1. Action to be performed

2. Conditions under which act will take place

3. Standard of performance, or degree of accuracy, required.

Joe Bishop, Mt. San Jocinto College, demonstrated a film strip-audio tape program that he had prepared as an orientation to the multi-media approach for incoming students at his college. The multi-media (audio-tutorial) system will be used there in four courses next fall. The courses are Basic English, Basic Math, Health and Hygiene, and History (transfer). Mr. Bishop will be able to supply materials on any of these courses to interested persons after September, 1966.

Other points:

1. It is important to keep the student active while he is working in the carrel. There are many ways to accomplish this. The student should also be moved out of the carrel periodically during a unit -- to take quizzes, to visit a demonstration table, etc.
2. There is no single system that is best for all units in all courses.
3. The schedule for any course should be based on the objectives of the course, not on tradition or the convenience of the administration.
4. Specific objectives can be, and should be, defined for all disciplines.
5. Objectives must be defined before obtaining hardware.
6. The objectives should act as a floor, not a ceiling.
7. If objectives are defined and published, it is unlikely that they will be alien to the philosophy of the college and the community.
8. If changes in curriculum and instruction are to occur, someone within the institution must want the change and carry the load. If a teacher does not make an effort to take advantage of the things happening in education today, he simply is not interested.
9. Efforts must be made to create a climate of change within a school. However, there is no simple answer to the question of how to initiate change within an institution.

THE OAKLAND STORY

John Tirrell, President
Oakland Community College

Features of the Systems Approach include the following:

1. Objectives are clearly stated in performance terms
2. An emphasis is put on interrelations within the system
3. Comprehensive planning is implied.

The following conclusions were reached in starting Oakland Community College:

1. The institution would be learner-centered
2. The Systems Approach would be used
3. A distinctive instructional model would be developed.

Many statistics were quoted regarding the makeup of the student body and the results of a student poll completed this past spring. The figures are not included in this report since they would not be complete, and perhaps not accurate. In general, however, the statistics quoted reflected a favorable student reaction.

Other comments by Tirrell regarding the Systems Approach:

1. For proper organization and administration:
    a. The Board of Trustees and top administration must be thoroughly oriented and committed.
    b. A small group needs early control over system.
    c. A three-week (minimum) workshop at beginning and extensive in-service training for staff is essential.
2. Two suggestions for introducing the Systems Approach into an existing institution:
    a. Start with one enthusiastic person, or department, and expand.
    b. Look to Oakland for favorable data, as they expect to prove equal or better learning at equal or lower cost.
3. The Systems Approach can be applied to any discipline, including such courses as those in the performing arts.
4. OCC is beginning to apply systems to counseling and student clubs.
5. The central Learning Resource Center at Oakland is small and used mainly as a depository. Materials are put in the learning labs 'where the action is'.

Comments by others:

1. Agreement with OCC in matters of:
    a. Open-door policy
    b. Production of instructional materials in settings other than schools
    c. Faculty involvement in decisions
    d. Flexibility in program
    e. Student freedom to guide his own future
    f. Establishment of a strong theoretical base for each program.
2. There is danger in developing a model of change based on the development and packaging of programs that are teacher=proof. Rather, teachers need to break away from the manual.
3. Q: Have you programmed any discussion for the lounge yet? A: No.

THE DEVELOPMENTAL PROGRAM WITHIN THE SYSTEMS APPROACH TO INSTRUCTION

Merle H. Smith, Associate Professor of English
Oakland Community College

One of the biggest problems with the Systems Approach at Oakland this past year was in English. Sixty percent of the students enrolled in Improvement English during the first semester failed the course. The faculty and administration committed themselves to find the answer to this high failure rate.

The results of a student questionaire suggested two things in particular:

1. The need for a special program for probationary students.

2. The importance of proper preparation for the Systems Approach. (A three-day orientation period was not enough)

A committee was formed to develop a new program. This program, known as PREP, will start this fall and it is keyed to orientation. Each probationary student is required to take the following:

1. Improvement Communications. Within this course, the subject matter differs for transfer students and 'terminal' students.

2. Guidance Orientation. Includes a study of probation, vocations, the Systems Approach, etc.

3. Either:

    a. Improvement Math, OR
    b. One elective from a limited list of courses, including Art, Drafting, etc.

Block scheduling, team planning, and an emphasis on integration will be utilized in this program.

It is the opinion of the people at OCC that the Systems Approach can be used successfully in Improvement courses if the students have been properly oriented to the system.

Panel:
Wendell C. Black, President, Los Angeles Harbor College
Ambrose Garner, Vice-President, North Campus, Miami-Dade Junior College
Eric James, Dean, Borough of Manhattan Community College
Alfred M. Philips, Vice-President, Dallas County Junior College
John T. Queenan, Chairman, Division of Communications, Rock Valley College, Ill.
Dayton Y. Roberts, Chairman, Council of Academic Affairs, Division of Community Junior Colleges, Florida State Department of Education
Hayden Williams, Assistant Chairman, Mathematics and Science Division, Golden West College

Williams

Pitfalls and suggestions for implementing change:

1. Be prepared for discouragement from the beginning.
2. Provide a formal structure for handling ideas and plans of the faculty (a Vice-President in charge of heresy??)
3. There is a lack of availability of information about innovations; no central bibliography.
4. Faculty must be backed with time, facilities, and opportunities to visit other institutions.
5. Avoid tying too closely to a single method; push an attitude, not an approach; emphasize the goal, not the system.
6. *Avoid scaring the faculty with new jargon.*
7. Keep records of time, money, and facilities used in all new programs.
8. Don't adopt someone else's program without providing for adaptation to the local situation.

James

Manhattan Community College is about two years old. The administrative structure in New York is very complex and change is difficult to enact. The first quarter system in the state was started here, but there is a strong movement to revert back to regular semesters.

Garner

Miami-Dade began in a conventional pattern but someone wanted a change; ideas now come from everywhere. The Learning Resource Center is the 'hub' of the campus. There is a man on campus to which people can take their ideas for consideration and implementation. The instructional program is under continual evaluation. Computer assisted instruction is being looked to for the future.

Philips

Dallas County Junior College has a multi-college arrangement (this is apparently not the same as multi-campus). The central campus will open this fall; in ten years, 7 colleges and up to 70,000 students are anticipated.

There is a committment to two elements of change:

1. Change in curriculum (emphasis is here now)
2. Change in vehicle.

There is no need for a total committment in the structure of buildings; they should be built for change. Architects are just beginning to realize this.

Innovations at Dallas County:

1. Large lecture sections with small group sessions, with the same instructor for a large group of students.

2. Different subject matter for technical and transfer students in courses in communication.

Roberts

Only about five schools in Florida are getting into computer assisted instruction; the rest either don't have the money or the personnel.

It seems that in Higher Education, the 'doer' is out of order if he infringes upon the inviolate territory of the 'sitter'. This must be changed.

Confusion is resulting because clear-cut boundaries are losing their definition.

There is really no limit as to what can be done.

Garner

We must be careful that even the Systems Approach doesn't become static. This could happen because of an over-committment in terms of time, money, etc.

Philips

Innovations are necessary in teacher training institutions. Changes are beginning to occur, but 'the hardest thing to bend is a university professor'. Junior colleges cannot go it alone; they need the cooperation of other institutions.

Williams

The philosophy of teaching is the same as year ago; it is the technology and the hardware that is new.

Philips

The teacher is still the key to the whole thing. We need to give him new tools but we still always need the teacher.

Comments from the floor

We need more Postlethwaits, not more machines.

A Center for the Development of Materials for the Junior College, under the direction of Systems Research Associates, will open at Palo Alto, Calif. in September 1966.

SUMMARY OF THE CONFERENCE

B. Lamar Johnson, Professor of Higher Education
University of California, Los Angeles

Concerns of using the Systems Approach

1. A trend to trivial objectives merely because they can be measured more easily.

2. May dehumanize instruction; however, this is not inherent in the Systems Approach.

3. May only vary the rate of learning without truly individualizing instruction.

4. May lead to teacher-proof teaching materials.

5. May tinker with the method, but leave the curriculum untouched.

6. What is the role of industry?

7. Who will produce the materials?

Hopes for the Conference

1. That persons in attendance were stimulated and motivated.

2. That within one year, __*__ % of those at the conference will introduce some facet of an instructional system at his own college.

* a.	One unit of a course	50%
b.	An entire course	12%
c.	An entire department	5%
d.	More than one department	5%
e.	The entire college	2%

It's not the method; it's the goal.

CRANE BRANCH--CHICAGO JUNIOR COLLEGE

Contact: Dean Irving B. Slutsky
Visited on: Thursday, July 7, 1966
Visited by: Pease, Klein, Leeson

The purpose of the visit to Crane, whose student body is predominately Negro, was to determine what they are doing for the culturally deprived and low achievers.

GENERAL BACKGROUND:

Dean Slutsky first traced the development of the Chicago Junior college system which currently has eight branches. Up to this point the Junior College has been under the jurisdiction of the Chicago Board of Education. However, next year it will be independent of the Chicago Board of Education. In Illinois a State Board of Education for Junior Colleges has recently been appointed which may broaden the current concept of the functions of a community college.

The emphasis in the past, since about 1937 or 1938, has been for the Junior College to offer transfer, terminal and remedial programs. The current trend, at Crane as well as at some of the other branches, is to develop total programs for the culturally deprived and low achiever as well as maintaining their present remedial programs. Each branch is experimenting independently to develop a total program for these students. During the academic year 1966-67 groups from the various branches will meet in an effort to establish a program that could be used successfully in all branches. The three experimental programs, currently being tried at Crane, were detailed.

LOW ACHIEVER PROGRAMS:

A. A core program which included English, Speech, Reading and Social Science was taught in the conventional manner. The fear of boring the student with this type of program was expressed. The basic aim of the program was to develop the student in four essential areas of reading, writing, speaking and listening so that he could succeed in regular college programs.

English was taught by using 25 essential rules which must be learned and then applied. The material used was developed by the English Department at Crane. Reading assignments were very short abstractions from books or articles. All difficult words were defined for the student. A great deal of drill was used in an attempt to establish good speech and listening habits. Audio tapes were also used for this purpose. A list of commonly misspelled words had been compiled by the staff and was used in teaching spelling.

In the reading program no attempt was made to diagnose the reading problem of the student. The approach used was similar to the one used in the English class: short readings rather than entire selections.

B. The second core program, developed under the direction of Jerome Brooks, had been tried in January of 1966. It started with the basic fact that all their students had been exposed to 12 years of English and reading but had been unsuccessful. Therefore a new approach must be used. In this program student motivation is considered the most important tool of learning and developing ideas and interest is more important than teaching correct usage of grammar.

Entire books were given to the student to be read and then discussed with the hope that the student would get excited. The selections were difficult and they knew the students would not understand all the words or concepts. After the students opened up and began to express ideas, grammar and correct usage were then brought into the course.

The core program included reading, writing, speech and social science. A staff of four people developed and taught the program under the direction of Mr. Brooks. The core program designed for 15 students had only 12 students when it began. Of the 12, 6 finished the program, 3 were drafted and 3 withdrew. The students were pre and post tested by using the Otis test. The students who completed 24 weeks of the program increased their reading ability by an average of 4 grade levels and their I.Q. by 11 points. The mean I.Q. had been 80 and was increased to 91. The first 16 weeks was very unstructured group work and activities while the last 8 weeks was all individual tutoring.

Because of the small number of students participating in the program, the results were considered to be inconclusive. However, the Administration felt this approach might be the right one to use for the culturally disadvantaged.

Since the program had been developed rather quickly, application had not been made for Federal funds. However, the O.E.O. office in Chicago felt that it might be funded in the future.

C. A special program, for the 8 weeks summer session, was developed for the under and over achievers from the area high schools. The theme of the program was "Modern mans quest for identity." The students attended classes in the morning and worked in a recreational program sponsored by one of the area Churches in the afternoon.

As it is primarily an enrichment program, ten or twelve books will be read and discussed such as MATHEMATICS IN THE WESTERN CULTURE and THE INVISIBLE MAN. The staff of four, which developed and are teaching the program, consist of one member from each of the following departments: Sociology, Philosophy, Mathematics and English.

The students participating in the program are poor readers from very low income families. The recreational work in the afternoon was provided to give the students income since the program was not Federally funded. If it is continued next summer, it will probably qualify under Upward Bound.

FACULTY FOR CORE PROGRAMS:

The administration felt that teachers who are recruited to teach these programs must be committed to the basic philosophy of the program and must be willing to experiment. Although all three programs were core programs, the administration felt a separate department or division should not be established as each faculty member should still be able to teach one or more regular college courses. It was also felt that mathematics should be included in the core programs.

CURRICULA:

Included in the Chicago City Junior College system were one and two year terminal curricula very similar to Delta's. Programs which Delta does not offer are: Child Care, Commercial Music, Food Service Supervision, Home Economics, Prosthethics, Technical Supervision, Real Estate, Bacteriologic Technician, Histology Technician, Medical Technologist and Physical Education and Recreation. Each branch (is developing) developed their areas of specialization.

ROLE OF COMMUNITY COLLEGE:

The Administration at Crane has the philosophy that the role of the community college is to develop good general core programs rather than provide specific job or occupational training. However, as the Junior College State Board of Education defines the role of the community college, their occupational programs may be expanded. In the past some of Crane's courses have been taught off campus in an effort to reach more people in the community. This was discontinued due to lack of funds but if money were available it might be reinstated.

REMEDIAL COURSES:

In addition to the core programs, remedial courses in English and Mathematics are taught. In mathematics they did not use programmed material. It had been tried but considered to be unsuccessful due to the low reading ability of the student. The opinion was expressed that programmed material is very good for the highly motivated student but not successful when used by the typical remedial student.

CONCLUSIONS:

The Administration seemed to be making a very sincere effort to develop a better program for the student who had not achieved success in prior educational experiences. Material concerning future programs will be sent to Delta when it is available.

CUYAHOGA COMMUNITY COLLEGE

Contact: Dr. Alfred M. Livingston
Visited on: Monday, July 18, 1966
Visited by: Enger, Klein, Laughner, Wolf

PHYSICAL PLANT:

At present space is being rented in office buildings in downtown Cleveland. This is a temporary arrangement and will be replaced eventually by a $20 million campus in the same general area. A new campus is being opened in September on the site of a former V.A. hospital and will be known as the western campus. The sight is being renovated at this time. Each of the two campuses will have its own vice-president in charge.

TYPES OF PROGRAMS:

All programs are 2 year associate degree programs. In general their course offerings are similar to ours. They offer curriculums in Nursery school assisting, Dental Hygiene, Medical assisting and Library technicians, which we don't offer. The technical programs consist of 50% theory and 50% practice. They produce high level technicians.

TEACHING METHODS:

Appeared to be traditional, we didn't talk to instructors.

SPECIAL EQUIPMENT:

They made extensive useof transparencies and had an excellent staff to produce materials in their Instructional Media Center. The director had on his staff a professional photographer who helped the teaching staff to develop their ideas for transparencies and slides or other visual materials. In September a professional artist is being employed to help in creating visual materials. They have the traditional movie and slide projectors etc.

Audio materials are put on cartridges, continuous loop tape which may be checked out by the student for his use.

The Instructional media is being planned with the idea that in the future the library will be incorporated with the audio visual elements so that all types of information, books, movie films, slides, audio tapes, pictures etc. will all be checked out for use by the student.

The library is using contract cataloging to build up their book collection. The library buys their books from a cataloging firm which prepares book card, book jacket, book pocket and puts the call number on the book at a cost of $1.95 per title. This is not library of congress cataloging. Less than 10% of the cataloging is done by the college library.

The library produces book catalogs which can be dispersed to a large number of locations.

The books are on a one month loan period.

Single concept films are used to help acquaint students with the correct use of the library.

COUNSELING AND INSTITUTIONAL RESEARCH:

Student Services accounts for 12½% of the total college budget. They have 15 full time professional counselors who do all the counseling and advising. One of these counselors is a clinical psychologist. Eventually they will probably have faculty advising but only those faculty who are interested will be advisors.

They have fraternities and Sororities and have had no problems with them.

They have a very active intramural program in athletics.

The health service is under the jurisdiction of Student Services.

They have one man who is responsible for administering placement and financial aid for students.

EVENING COLLEGE AND COMMUNITY RELATIONS:

The evening college offers many courses in high schools located throughout the Cleveland area. Evening classes are offered at four (4) different sites.

The college has experienced good relations with the community from its inception partly due to the fact that they had the community behind them from the start.

The director of community services is thinking of starting: 1) Women's counseling service for women who want to get back into the labor market or who want to work at service projects, 2) an educational counseling center to acquaint people with the educational opportunities open to them through all educational outlets not just Cuyahoga Community College. These ideas have not been implemented at this time.

EL CAMINO COLLEGE

Contact: Mr. Lee Brock, Vice President in Charge of Business
Mr. Sam Schauerman, Director of Institutional Research
Day Visited: Wednesday, May 18, 1966
Visited by: Floyd Feusse, Sam Freed, Carl Krathwohl, George Pease, Mrs. Jane Sutton

I. PHYSICAL PLANT

A. The college has a Pay-As-You-Go Policy on buildings. They have an override tax of 20 cents per $100 assessed valuation, which has allowed the college enough money in advance so all buildings have been paid for before they were finished with the construction on them.

B. They have full faculty involvement in the planning of new buildings. The final plans for new buildings must be approved by the faculty members of the departments concerned.

C. The walls on all buildings are not load bearing.

D. Two large buildings similar to the FORUM at Orange Coast College are being planned.

E. The library has tinted glass on some sides.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. A large community recreation program was developed at the time the college in 1946 as a condition for the receipt of 80 acres of land. See Part VII (Community Relations).

B. The technical (including Home Economics) and science programs appeared to be exceptionally strong.

C. They have 16 ADVISORY GROUPS in the technical-vocational areas alone. However, the president is not enthusiastic about advisory committees. He said to proceed with caution as the advisory committees frequently try to act like Boards of Trustees. Advisory committees are terminated with a dinner and presentation of a certificate of recognition.

D. Most of the new programs are initiated by the faculty.

III. TEACHING METHODS

A. Primarily traditional. The only team teaching is in nursing.

B. Exams for credit by examination may be given to students of high scholarship, but this is rarely done. No fee is charged. A grade of "Pass" is given upon satisfactory completion.

C. Block scheduling of two or three hours is often used. Some classes meet for 80-minute periods (e.g. a three-credit-hour English class may meet only on Tuesdays and Thursdays from 8:00 to 9:20).

IV. SPECIAL EQUIPMENT USED

The library has two copy machines placed in the halls that are student operated for a dime. The machines are Documat, Inc., of Waltham, Mass. They are not owned by the college. The company received permission to place them in the library and also receives all money deposited into them.

V. COUNSELING AND INSTITUTIONAL RESEARCH

A. They have full-time, professional counselors. Students are not required to see the counselors, but they give priority to the students who go through counseling. See Carl Krathwohl for more particulars.

B. They have a co-ordinator of institutional research. They get faculty involvement in the I.R.

VI. USE OF DATA PROCESSING EQUIPMENT

A. Instruction is given by business, math, and science personnel.

B. An in-service instructional program on the 1620 and 1230 is given by the office of institutional research.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. They do not separate evening college from day college as faculty may be assigned to teach any time from 8:00 a.m. to 10:00 p.m. However, the college has had this policy for a long time and faculty members know it before they are hired.

B. The college appears to have excellent community relations. The president said their policy is to keep the community informed when they don't want something as well as when they do. Their communications include:

1. A monthly calendar of events which is mailed to about 5,000 addresses. See calendar in the El Camino folder.

2. A quarterly report called El Camino Report which gives a summary of the activities of the college and tells about any special programs the faculty or administrators are working on.

3. A weekly newspaper.

4. They have no yearbook, but they have a semester Pictorial Report which is very elaborate (Mrs. Sutton has a copy).

C. The college has two swimming pools (one 3 1/2 ft. instructional and the other Olympic) that are open to the community during the evenings and on Saturday mornings. During the summer from 8:00 a.m. to 10:00 p.m. they teach thousands of children in the community from beginning through adult. Their charge is $1.00 for two weeks of instruction. Apparently, this is a very popular program.

VIII. INNOVATIONS

A. None in instruction

B. Pay-As-You-Go policy described in I-A.

IX. MISCELLANEOUS INFORMATION

A. They do not issue mid-semester grades. Instructors may have a warning sent if they wish.

B. Some departments (e.g. chemistry, physics, and some technical) have full-time technicians working in the departments.

X. EVALUATION OF TEAM VISIT

The college is well financed and has an excellent physical plant. The technical-vocational program was particularly impressive.

6/2/66

ERIE COUNTY TECHNICAL COLLEGE

Contact: Dean Frank X. Brandstetter
Visited on: Friday, July 1, 1966
Visited by: Sam Freed, Don Miotto, Mike Crovella

I. THE PHYSICAL PLANT

The Erie County Technical Institute, located on a 120 acre plot, at the corner of Main Street and Youngs Road in the town of Amherst, Buffalo, New York, is a two year community college devoted entirely to technical studies. Eight buildings make up the complex; namely, food service, library, gymnasium, administration, and four technical classroom buildings. Each building has a ramp to its entrance for the wheel chair students.

The College has about 2,100 day students (head count) and 5,000 at night. The student pays a tuition fee of $300 per year with other fees bringing the total to about $350. The state of New York pays one third of the operating cost of the school. The tuition and fees from the students make up another third, while the Erie County Board of Supervisors appropriate enough to make up the rest. All supplies are requistioned through the county purchasing agent.

II. THE STUDENT BODY

The student body is selected from the middle third of academic rank from an area that has a population potential of one million people. The students from the lower third are asked to make up any deficiencies in subjects or grade points by taking post graduate courses in the high schools. Each specialized curriculum selects its own students from the applicants. The upper third students are not excluded, but they usually go to the regular universities or colleges in the New York area. Of the 2,000 or more students, there were only about 20 colored students. It was pointed out that most of the students were hired for management jobs, and the colored student found it difficult to get such jobs, hence the small enrollment.

As a start, the Department of Building Construction Technology will soon offer a 3 or 4 term certificate program of Less-Than-Associate Degree competency. It is expected that these programs will attract those applicants who are now being denied entrance into the present two year (six terms) associate degree technologies. In the Department of Building Construction Technology, half of the applicants for the academic year, 1965 to 1966, were not acceptable on the basis of the New York State Regents Test scores. Of those accepted for enrollment into a Building Construction Technology Curriculum, half will graduate with an Associate Degree.

It is expected that the proposed certificate programs in Building Construction will appeal to a greater number of applicants and reduce the academic mortaility rate of those who are now accepted.

The college had about $17,000 for short term loans for non-affluent students and several scholarships were available. Scheduling of students was done by the block system and no system of coop was available.

III. SPECIAL AREAS

Outside of the usual technical studies of electronics (see catalog), chemical technology, mechanical technology, metallurgical technology, which are usually found in most community colleges having technical curricula, we found the food service administration, dental hygiene, ophthalmic dispensing, and medical office assistant programs. The food service department was housed in a large air conditioned building featuring a large area that had no pillars and could be used for dancing and such. The food service part of the building was completely equipped with the modern devices for food processing, with all the drains being off the floor for easy cleaning. A complete plan of service area can be obtained from Mr. George Ranney, Head of the Food Service Administration.

The Dental Hygiene Program was located in one wing of the Food Service Building. Dr. Roberts presides over this program which uses 30 dental chairs and graduates 80 dental hygienists each year. A radiological lab with one chair is adjacent to the dental hygiene lab.

The Ophthalmic Dispensing Program is quite extensive having a good many grinding, polishing, and testing machines for making and fitting eyeglass lens. This is one of three such programs in the United States.

IV. ADVISORY COMMITTEES

Each curriculum director selects an advisory committee from representative people he knows will be constructive to his program and also lend prestige to the program. All such committees are listed in their college catalog.

V. THE LIBRARY

A rather imposing library building is located somewhat in the center of the complex. The composition floor is padded with a resilient material. The number of books is very small for the student population. The visual aids department is located in the library building.

VI. TELEVISION

Some uses of television are made in the large auditorium type classroom in economics. Otherwise, television is used only for magnification purposes in the ophthalmic area.

VII. AN ARCHITECTURAL INNOVATION

The gymnasium roof contains many plastic bubbles that act as lens and makes the interior as light as though strong lights were on.

VIII. TRANSFER PROGRAMS

Erie County Technical Institute currently has no college transfer purposes. In fact, however, many technology graduates do transfer into associated engineering curricula.

Existing programs at E.C.T.I. are in the technologies with no liberal arts transfer programs. According to Dean Brandstetter, liberal arts transfer curricula will be initiated in the fall. Within the next two or three years the liberal arts addition is expected to double the enrollment at E.C.T.I.

IX. INSTITUTIONAL RESEARCH

Institutional research is virtually non-existant according to Dean Brandstetter. He apologized and pleaded money. A study by himself four years ago was the last bit of institutional introspection conducted and led to the addition of some calculus in the Mechanical Technology Curriculum.

JULY 13, 1966

FLORIDA ATLANTIC UNIVERSITY

Contact: William Archer
Day Visited: July 19, 1966
Visited by: Ken Borland, M. Crovella, D. Northrup, H. Parks

Florida Atlantic University is an upper division college which depends largely for its enrollment upon the junior colleges. The importance of good leasion between Florida Atlantic and its feeder junior colleges can readily be appreciated. In general this cooperation is not a great problem since Florida Atlantic usually accepts all A. A. degree holders. Specific problems do arise which require meetings between the junior colleges and the upper division school. Junior college students are encouraged to spend a day visiting the campus previous to enrolling. Miami Dade and Florida Atlantic both reported a fine working relationship between them.

TEACHING METHODS

The multi-media approach, along with its independent study aspects, was very much in evidence at Florida Atlantic. They have extensive video taping facilities for preparation of course materials. Tapes are then viewed through an extensive T.V. outlet system which will include each suite of the dormitories. A major part of the viewing takes place in a "forum" type structure which makes use of a diagonally partitioned rectangular structure rather than the round building seen at many schools. The rear screen projection area is centrally located between the four triangularly shaped 100-student lecture halls.

The audio library contains about 50 carrells which are equipped with dial-access tape capabilities. Some of the carrells are record-playback, others are just playback. Eight of the carrels have T.V. receivers for video tape review.

One of the rooms opening from the library contained about ten 16mm rear screen projectors equipped for earphone sound. These are available for individual student use for viewing any film in the film library. Student help is used in threading projectors etc.

It is interesting to note that due to the extensive learning resource center, the State Legislature expected each faculty member to teach 30% more students.

LIBRARY

The part of the library housing printed material is quite conventional with regard to total volumes, use of space, and study facilities; however, their use of the computer to check out, check in, gather circulation data, and print the "book catalog" is most extensive. The claim was made by people outside of the University that their computer use in the library was extremely inefficient. This allegation was denied by people in the University, however.

TYPES OF PROGRAMS

Florida Atlantic University offers only junior, and senior level undergraduate courses and certain Masters degrees. A baccalaureate degree may be taken in Business, Education, Humanities, Social Studies, Science, and Ocean Engineering. Master's degree work is offered in Education, Psychology, Political Science, Biology and Physics.

EVALUATION OF VISIT

It will be interesting to follow the development of this school since it is unique in that it depends upon junior colleges for the major part of its enrollment. The problems that they encounter in working with junior colleges will be particularly important to us as we develop our transfer programs.

Florida Atlantic can be looked upon as a test case for the concept that junior colleges should furnish the first two years of the undergraduate degree program. How successful they are, may well determine the direction of undergraduate education in the Country.

JULY 26, 1966

FOOTHILL COLLEGE

Contact: Dr. Murray Shipnuck
Day Visited: Friday, May 20, 1966
Visited by: Robert DeVinney, Eldon Enger, Sam Freed, Marjorie Leeson, Bruce Corliss, Michael Crovella, Carl Krathwohl, George Pease

I. PHYSICAL PLANT

Foothill College is located on a 121 - acre campus in the rolling foothills of Los Altos Hills. The distinctive architecture harmonizes with the surrounding area. The buildings are a blending of old brick, redwood, massive concrete piers and hipped shake roofs, designed so that interior spaces can be inexpensively rearranged to accommodate future curriculum changes.

Landscaping reflects the character of the foothill country with rolling lawns, meandering paths, and native oaks. Buildings are oriented to the out-of-doors with many small patios and outside corridors. There is little inside corridor space.

Some classroom buildings were constructed with the classrooms at the four corners and with storage space, utilities, etc. in the center.

Special features of the campus include a planetarium and observatory, a forum building with two large lecture halls, an FM radio station, a College Theater (capacity 970), an appreciation hall-art gallery, a music recital hall, special language laboratories, and a swimming pool.

Faculty offices are located in the teaching areas, some being in separate buildings. Each office is about 8' x 10', accommodating one person, and each office is equipped with a campus telephone.

The library is organized as an instructional materials center, with an extensive audio-visual services department. Many areas of the library are carpeted. Library facilities include large reference and periodicals rooms; a typing room with electric typewriters, adding machines, paper cutters, etc.; a listening room; a faculty reading room; an audio-lab with 170 stations; a lecture-exhibit room; individual study carrels; and photo-copying facilities. A preparation room to prepare A-V aids is equipped with tape recorders, copy machines, dry mount press, and equipment with which to do art work. A full-time staff artist plus student artists prepare instructional materials for the faculty.

An annual student art exhibit was on display in the library during our visit.

II. TYPES OF PROGRAMS

Both transfer and two year programs are offered. Technical programs were mostly "high level" with some requiring special admission procedures.

Unusual programs include Dental Assisting, Dental Hygiene, Inhalation Therapy, Nursery School Training, Insurance Adjusting, Purchasing, Real Estate, Technical Secretarial.

A number of certificate courses are offered. See page 36 in the catalog for requirements for certificate courses. The certificate courses seem to be designed for people who already have some college work to enable them to become proficient in new areas such as dental hygiene or real estate.

Most programs seem to be for the average or above average student. Little is available for the below average student. See file on programs and curriculum sheets.

Extensive use is made of advisory committees in developing new programs.

A special summer program is being initiated this summer for new high school graduates to provide college orientation, vocational-education guidance, study skills, and reading. (see file) Students in this group will be matched with a control group during follow-up studies over the next two semesters.

An interesting program combining geology and biology will be conducted this summer. It will consist of a week-long pack trip to the High Sierras, with emphasis on geological interpretations and mountain biology and ecology. Apparently this program is being offered in cooperation with the University of California.

III. TEACHING METHODS

Large lecture rooms are used extensively. In Science, there is one 90 - seat lecture room and two smaller lecture rooms (55). A lecture theater with a seating capacity of 250 is equipped with projection and student response devices.

Some classrooms and lecture halls are equipped with TV sets. The extent of TV usage is not known. However, apparently any TV programs utilized are picked up from a source off-campus.

The Honors Program includes provision for high school seniors to be admitted to one college course, special problems courses for students with special talent, Honors English, and interdepartmental seminars.

Lab technicians and student assistants are utilized extensively in the Science divisions.

Audio tapes are available in the library. Tapes include court cases, language lessons, shorthand lessons, classroom lectures, national reports, etc.

IV. SPECIAL EQUIPMENT

The library audio lab can provide for 12 channels. Three-and-four-position open desks are used. The head sets are of good quality -- available from Sharpe Institute, Inc., Buffalo, N.Y..

A lecture theater equipped with individual student response devices was referred to above.

Each room in the Science divisions is equipped with adequate projection equipment, including overhead projectors, slide projectors, etc. Most of this equipment was obtained with federal funds. Each instructor shows his own films in the classroom.

The biology department was equipped with several fresh and salt water aquaria, a greenhouse, and an animal room.

The college operates its own FM radio station.

V. COUNSELING AND I.R.

The college has 19 counselors, each of whom has a degree in some discipline plus training in guidance. Each teaches a class in addition to counseling. Strong emphasis is placed on guiding the student into an area in which he can succeed. Certain "high-level technical" programs require special admission procedures (see page 30 of catalog). Most programs have certain requirements to be met before a student may actually enroll in a program.

A one-credit course, Introduction to College, is required of all beginning freshman carrying more than eight hours.

So far very little follow-up has been done with students leaving the college as graduates or otherwise, but programs is this area will be initiated soon.

VI. DATA PROCESSING EQUIPMENT

An OUTSTANDING educational program! The 1620 was used entirely for educational purposes and was housed in the business department. A 1440 system was used for administrative purposes. However, since a System/360 is on order and will be on campus in July of 1967 they are in the processes of refining their jobs to this system. Students in programming are given blocks of time during the day, as well as in the evening, to run their programs on the 1440.

In the business department the data processing equipment was set up in three rooms:

1. 1620, 1622, 1621 and the printer.
2. Three key punches, 2 sorters, a 85, 557, 519, and 407. In addition this room was large enough to have 4 large tables for students to work on.
3. The third room was used to wire and store the panels.

The data processing program had two options. The student could elect either the business or the science option. To date only the business option courses had been taught in day school.

Throughout all the courses the students were assigned to related labs. For example in the Electromechanical course the students received 4 hours credit but spent 3 hours in lecture and 4 hours in lab per week. In all courses the lecture and lab portions were set up independently of each other and need not be taught by the same person.

The advisory committee meets every three months. Their data processing program is the oldest in the west. The first graduating class had 4, next 7, then 13. The current class will graduate 30 students from the business option of the data processing program.

They are currently considering a skills class (or classes) for operation of the 360.

When the System 360-30 computer goes into operation, the college will be operating on two campuses. Application to research, instruction, and administration will be developed to the highest degree.

Direct access to the computer for instructional purposes will be available by means of eleven typewriter terminals (1030 series). The terminal distribution will be as follows:

6 -- Instructional
    3 -- Math and Science
    2 -- Engineering
    1 -- Business

5 -- Administration
    1 -- District Superintendent (for business operations and research)
    2 -- Library (one on each campus)
    2 -- Registrar (one on each campus)

All student records will be kept on two 2311 discs with 65-K storage capacity. They will have data cell storage with a capacity of 600 to 2000 characters for each individual's records.

See folder with course outlines and curriculum sheets. For further information regarding educational data processing contact:

Donald S. Burchell
or
Laurence E. Harvey
(Mr. Walker, Director of Data Processing)

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

The Evening College is an extension of the day operation. No Adult Education classes as such are offered since these programs are adequately handled by the communities in the district.

Extensive use is made of advisory committees, with many programs which start in the Evening College eventually shifting to the Day School.

About one-third of the evening faculty are full-time day instructors. Such people are limited to one evening course and are paid according to an hourly rate (see file).

Two full-time counselors are available to work with evening college students.

Each three (3) hour class is scheduled for two nights per week. This provides evening students with an opportunity for individual help from the instructor. For example, classes on a typical evening are scheduled from 7:00 p.m. - 8:15 p.m., with other classes scheduled from 8:45 p.m. - 10:00 p.m.. The time from 8:15 p.m. to 8:45 p.m. is reserved for students to meet with their instructors. Instructors are paid for this extra hour per week devoted to individual assistance.

Foothill College has a strong community relations program. The campus is used extensively by outside groups, and the community considers Foothill as its cultural center. Services include concerts, lectures, art exhibits, foreign films, short courses, recreation services, speakers bureau, and many others. Again, several advisory committees are continually utilized in developing the program of community services.

VIII. INNOVATIONS

Each counselor is assigned one high school for which he is responsible. This is to insure a good flow of information and good working conditions between the two institutions.

New course in Technical typing. Includes a technical production lab with drawing boards, ditto, gesetner, strip printer, NU Arch jet line up table, offset printer. Course was developed in response to need of the area. (see curriculum sheet.)

Shorthand classroom is equipped with a Dictation Director developed by Dr. Robert J. Thompson. (see printed material)

Experimental Summer Project for recent high school graduates was referred to above.

The division chairman visits the classroom of each member of his staff once each year if tenured and twice each year if not. He is required to prepare detailed evaluation sheets on each person. (see file)

Lecture theater is equipped with student response devices.

A Placement office manned by personnel not employed by the College is available to all students, including alumni.

Provision is made in the Evening College schedule for instructors to meet with students outside of class.

An Orientation course (1 hour credit) is required of all incoming freshmen.

A full time staff artist is available to work with instructors on instructional materials.

An excellent Faculty Newsletter is published weekly. (see file)

The President of the Student Council writes a weekly newsletter to the student body. The current issue deals with a student movement to publish a handbook of student evaluations of instructors. (see file)

A strong dress code is in effect at Foothill. This was reflected in the general appearance of the campus.

IX. MISCELLANEOUS INFORMATION

The bookstore was as well-stocked as any seen in California.

Each faculty member is required to complete 3 hours of course work every 3 years.

The President, Academic Dean, and division chairmen are each assigned a geographic area for which they are responsible for recruitment of faculty.

The division chairmen have full-time secretaries.

All courses given at Foothill count as credit towards the Associate degree.

X. EVALUATION OF VISIT

The entire morning was spent on a tour of the campus. Through a mix-up, nothing had been arranged in advance. There was not enough time to see all of the individuals that we had hoped to visit.

Contact should be made to see how the System 360 computer is to be financed and to seek further information on the potential use of computer based instruction. Their cost is to be charged to various departments. The system will also serve the area needs for data processing to some degree.

The school has excellent facilities and a comprehensive program. However, a distinct lack of offerings for the academically weak or the underprivileged was noted.

Except for possible investigation of the System 360 computer operation, no revisit to the campus is advised.

5/31/66

FULLERTON JUNIOR COLLEGE, FULLERTON, CALIFORNIA

Contact: Mr. Eugene F. McKibbin, Dean of Instruction, Liberal Arts
Visited on: Thursday, July 21, 1966
Visited by: Bruce Corliss, Don Miotto, Andrejs Straumanis

Albert Upton formalized his theories 33 years ago when he developed a manuscript which was later published as Design for Thinking. For the past 6 years the exercise-text Creative Analysis by A. Upton and R. W. Samson, has been used to help students to put into practice the principles of the problem solving capabilities of language. A copy of Creative Analysis is in the Project Library.

The visit to Fullerton was for the purpose of exploring the application of the theories of Albert Upton in the teaching of English. An interview with professor Upton at Whittirer College could not be arranged. Therefore, it was arranged to have Mr. James Henderson of the Fullerton English faculty explain his experiences in applying Professor Upton's theories. Mr. Henderson has practiced the "Upton Method" for three years.

In addition to Mr. Henderson, Mr. Eugene McKibbin, the Dean of Instruction and William Smith, the head of the English Department, assisted in answering questions raised during the discussion following Mr. Henderson's dialogue.

The interview and discussion left these impressions:

1. The Upton Method of English Instruction advocates the use of language (English) as a tool for solving problems as well as a medium of esthetic expression and communication.

2. No deemphasis of the esthetic or communication function of English is implied. It is believed, however, that skill in using the analytical capabilities of language would be of benefit to all.

3. It was frequently mentioned by Mr. Henderson that controlled group experiments have shown that with few exceptions intelligence quotent scores have been raised by those who have performed the exercises in Creative Analysis.

Mr. Henderson offered these observational opinions:

1. Professor Upton's theories are valid and there is much value to be had in equipping students with linguistic skills for solving problems.

2. In expanding the role of language beyond its usual artistic and communication functions, there is implied potential for increasing the appeal that the study of English can have to a wider spectrum of the population. This was emphasized as a significant feature for the community college.

Conclusive implications for Delta in the use of the Upton Method of English instruction cannot be made on the basis of a brief interview. It is agreed, however, that the methods of Albert Upton should be explored by those within the Delta faculty more familiar with the intricacies of English instruction.

HENRY FORD COMMUNITY COLLEGE

Contact: Wallace B. Smith, Dean, Student Personnel Services
Mr. E. E. Carlson, Management & Supervisory Training Coordinator
Day Visited: Thursday, June 23, 1966
Visited by: Floyd Feusse, Sam Freed, and Crystal Lange

I. PHYSICAL PLANT

A. The campus is composed of a number of buildings, all relatively new, All buildings are air conditioned. The main instructional building has four stories. There is a covered walkway leading from the main instructional building to the cafeteria and student center building.

B. A new library building will be constructed soon.

C. The technical classes are held in a separate building (opened in 1963).

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. Resident students (from Dearborn) with at least a 2.0 academic average in high school are unrestricted in their course program selection.

B. The students with less than a 2.0 academic average in high school are restricted to 13 credit hours and may be placed in special courses.

C. The admission policy for non-resident students is selective. Ordinarily a 2.5 high school academic average is required, but there are exceptions to this policy.

D. English classes include:

1. English 1 (3 hours), which is a remedial course on fundamentals. Hours do not apply toward graduation.
2. English 18 (2 credit hours) is reading improvement and is designed to increase speed and accuracy. This is not a remedial course.
3. English 10 and 11 (3 credit hours each) are designed for students who will terminate their education at the end of two years. Credit is given toward the associate degree, but they will not transfer to most four-year colleges.
4. Standard college transfer English courses.

E. There is a technical building which houses the classrooms and laboratories for the technical and apprenticeship programs. Our group felt that these buildings and facilities were used primarily for demonstration rather than practice. The apprenticeship programs were set up in cooperation with the trades and unions. Students are acceptable to these programs without having a high school diploma as long as they are acceptable to the trades. There are apprenticeship programs in:

1. Automotive Maintenance
2. Die and Tool Design
3. Diemaking
4. Diesel Engine and Heavy Equipment
5. Electrical and Electronic Maintenance
6. Industrial Hydraulics.

F. Management and Supervisory Training Program

1. This is the only program of its type in the United States. It is especially designed and scheduled for full-time adult workers in business and industry. Courses in Management Training have been developed in cooperation with the Training Department of the Ford Motor Company (Ford apparently wanted to get out of the business of education and have someone else do it.)

2. The students are placed in the programs by the companies. Over one hundred companies within a fifteen mile radius place students in the programs, although about 70 per cent of the students are from Ford Motor Company. Students have commuted from as far as Toledo. Last semester there were 2250 enrollments in 118 classes. The average age of the student was 39. There was an age range from 21 to 62.

3. They offer a total of 68 different courses. Most courses are three credit hours, but they do have two and four credit hour courses. All courses are in the evening, beginning at 5:30.

4. Many of the students hold college degrees and hold managerial positions. The director mentioned that none of the students earn less than $9,000 a year. They recently held one class, Effective Reading, for eighteen Ph.D's from Ford at the request of the company.

5. Most of the faculty are from industry (Ford Motor Company encourages their personnel to teach in this program.) Some courses are taught by specialists from Wayne, U. of D., and M.S.U. On one occasion they hired a specialist from M.I.T. to fly in one day a week to teach a course in creativity.

6. They do not have an advisory committee to help establish need, but they hire an outside consultant to make a study on need.

7. The college bills the industries for the students' tuition. Unusual costs are charged to the companies in direct ratio to the costs. If a student get a "D" or "E", he repeats the course at his own expense in order to be re-instated on the company program.

8. The program began in 1952 and has continual refinement in course presentation and content. They have many requests from all over the U. S. for their course outlines, but they do not release them.

9. The director of the program, Mr. E. E. Carlson, said that he thinks Delta has a built-in situation for a similar program.

III. TEACHING METHODS

A. They are primarily traditional in teaching methods.

B. Their philosophy is to keep the classes fairly small with a limit of from 30 to 35 students in a class. Their minimum class size is supposedly 20 students, but they do run some classes for 15 or fewer students.

IV. SPECIAL EQUIPMENT USED

A. Television is used primarily for magnification in the metal laboratories.

B. They have an audio-tutorial experimental setup in the technical physics.

C. The use of a computer is in the planning stage.

V. COUNSELING AND INSTITUTIONAL RESEARCH

The policy appears to be similar to most schools.

VI. USE OF DATA PROCESSING EQUIPMENT

They do not have a computer but are thinking of getting one.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. See the Management Training Program in II. F.

B. The faculty are not assigned evening college classes as part of their regular load. They may teach one class in the evening program for which they receive a comparable rate based on their day salaries.

C. There is one standing advisory committee, which is representative of the leading business people in the area. This committee sometimes suggests other advisory committees to be formed on an ad hoc basis. At the present time there are two other advisory committees, the Planning Committee and the Development Committee. There are faculty members on the latter two committees.

D. People in the community do come to the college and request that courses be taught. The college brings in selected people from the area to help establish a need.

VIII. INNOVATIONS

See the Management Training Program and Apprenticeship Programs in Part II.

IX. MISCELLANEOUS INFORMATION

A. The college recognizes fraternities and sororities. Students who are dropped from the college still retain membership in the fraternities and sororities and thus contribute problems to the college. The dean suggested that if we do not presently recognize these groups, we try to avoid doing so (later he said it "might" be better to recognize the groups and have some degree of control over them).

B. Alumni Association

1. The college has an alumni association, but it has been dormant the past three years. They are trying to re-activate it with the objective of disseminating information.
2. The dean said that "he thinks an alumni association for a college is practically an impossibility". He did express the opinion, however, that an alumni group may be able to assist in the passage of additional tax millage.

X. EVALUATION OF TEAM VISIT

The team considers the program in Management Training to be excellent and worthy of in-depth study for possible implementation at Delta. The apprenticeship program also holds potential for implementation.

JUSTIN MORRILL COLLEGE
Michigan State University

Contact: Dean D. Gordon Rohman
Day Visited: Thursday, June 23, 1966
Visited by: Don Miotto, Don Laughner, Richard Klein, Marj Leeson

BACKGROUND

The college was designed to be an 'experimental college', within Michigan State University, which would provide students with an opportunity of attending a small college yet have all the facilities that a large university offers. The college is designed for 1,200 students. In 1965, their first year of operation, they admitted 400 students. Of the 400 freshmen, 280 will return as Sophomores. In addition, 300 freshmen were admitted for the 1966-67 academic year.

The school has a strong emphasis on languages and independent study. See folder on Justin Morrill--Proposed Curriculum. Any student who is eligible to enroll in Michigan State University may elect, at the present time, to attend Justin Morrill. They do not intend that it develop into an honors college. Success appears to be closly linked to already highly developed verbal abilities--reading, speaking and writing.

In carrying out their basic philosophy they hope to develop students for a life of learning rather than for 4 years of learning. The student must learn to organize knowledge. The class size is limited to 20 students. Generally the classes run a little smaller.

Students elect to attend Justin Morrill for the following reasons: small classes, interaction between faculty and student, the desire to get to know other students in the college which they can do because of the limited enrollment in the college.

INDEPENDENT STUDY

A. The student is first exposed to independent study on the freshman level. For example, under social science he might elect to take Sociology/Anthropology which is number JMC 250a for 3 credit hours. In addition, he must enroll in JMC 250b for 1 credit hour of independent study. Students must earn 8 hours of independent study in this manner. The student may select his own project to work on but must have it approved by the instructor.

B. All students must elect 12 hours of independent study in one of three options.

1. Independent study on campus under the supervision of an approved adviser.

2. Field study on or off campus that involves students in such things as community service, or in government or industry for the purpose of increasing their intellectual curiosity and practical experience.

3. Foreign study approved by the College.

SENIOR SEMINAR

Study of selected topics of international and cross-cultural significance for five (5) credits is required of all JMC seniors. Each student will approach his topic from at least two disciplinary points of view.

UPWARD BOUND

The upward bound program is held at Justin Morrill for students from the surrounding area that will be Seniors in High School in the fall. The students are referred by their high school counselors. The program is designed for students who are capable of going to college, but cannot do so because of the psychological, social and physical conditions of poverty.

The students who participate in the program are brought back at various intervals during their senior year. The program at JMC will involve communications, math and enrichment experiences. Sixteen JMC students are working with the 60 students who were selected for the Upward Bound program. See file on JMC-Upward Bound.

LANEY COLLEGE

Contact: R. Madison
Visited on: May 20, 1966
Visited by: Klein, Kuipers, Lange, Miotto, Stewart, Wolf.

I. PHYSICAL PLANT

The Physcial Plant consisted of three acres of temporary buildings. The college was part of the Oakland College district.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. The programs were heavily vocational with recent entry into some liberal arts.

B. The courses are designed with specific occupational objectives.

C. The courses are developed in conjunction with advisory groups.

D. The courses had many points at which a student could stop and have an employable skill. Certificates were given at one year.

E. Courses were taught by skilled people in field who did not necessarily have academic degrees.

F. Most courses were financed under M.D.T.A. or Smith Hughes.

III. TEACHING METHODS

Laboratory practice, small classes. 1-25 ratio.

IV. SPECIAL EQUIPMENT USED

Equipment for classes was largely received from industry (donated or on loan).

V. COUNSELING AND I. R.

The students were supplied in their counselling situations with vocational curriculum sheets. These sheets gave information on job opportunities, salaries, as well as curriculum content. There was a very high placement ratio and excellent rapport between community and school. (A short while ago the community had just passed a $47 million bond issue.)

VI. USE OF DATA PROCESSING EQUIPMENT

Nothing unusual.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. No complete day offering at night. The idea was to get a skill, then come back for upgrading in skill at night.

B. Duplication of day and evening offerings was becoming more prevalent in field of liberal arts.

C. There were 47 advisory groups with 450 members.

D. Courses were recommended by advisory groups. The advisory groups donated equipment, helped recruit faculty, and aided in placement of students. (See sample letter to advisory group in file.)

E. One problem arose with advisory groups in that they sometimes attempted to control some areas and dictate policy.

F. It has taken a long time to develop a full curricula of this type.

VIII. INNOVATIONS

Refer to above.

IX. MISCELLANEOUS INFORMATION

Nothing unusual.

X. EVALUATION OF TEAM VISIT

The Laney demonstration of serving needs of community is an excellent example from which we believe Delta can profit. We were impressed by the complete open door policy of anyone who can benefit from any type course having the courses available to them.

MAY 31, 1966

LANSING COMMUNITY COLLEGE

Contact: Kenneth Sproull, Dean, Student Personnel Services
Day Visited: Thursday, June 23, 1966
Visited by: Don Miotto, Don Laughner, Richard Klein, Marj Leeson

BACKGROUND

The visit was made to investigate the types of programs that they offered and their counseling service. Lansing Community College has been in operation since the 1956-57 academic year. They first offered only technical and vocational courses then added their Liberal Arts courses. The philosophy of the school is that they "should be all things to all people." They therefore offer vocational programs, retraining programs, apprenticeship programs, and the usual transfer and terminal programs found in most community colleges in Michigan. There is no evening division as such. Evening classes come under the same administrative organization as day classes.

They use advisory committees for all their technical programs as they feel this is essential if the program is going to be realistic. Many of their cooperative programs were also developed by using advisory committees. Through use of the committee they sometimes receive financial help or equipment for their programs. The committee is also involved in the selection and testing process of candidates for the program.

COUNSELING

The counseling staff consists of 8 counselors plus someone in institutional research. The institutional research is under the direction of Student Services as they feel most of the need for research comes out of there. Currently they are doing a follow-up study of 1,200 students who have left school this year.

The faculty is used in the advisory function only. They are provided with a loose-leaf notebook, with color section tabs, which is kept up-to-date for them.

Students who test very low, in approximately the bottom 10%, are placed in a General Studies program which consists of English, Mathematics, and General Readings in Social Science as well as a course in Orientation. In English the emphasis is on reading improvement. In Mathematics they work with small groups of students and attempt to find where they are and move them as far as possible.

The students who test at approximately the 10 to 50 percentile are placed in remedial mathematics or English courses in the same manner as at Delta. Of this group of students, they have found that about 1/3 go on and successfully complete programs. Of the group placed in General Studies, they have found that only 3-5% go on and successfully complete programs.

Usually students are asked to withdraw for 1 year if their grade point average is below the minimum required. However, if they feel 'he has seen the light' he may come back in less than a year or be permitted to continue without leaving.

They seemed to be dissatisfied with their testing program and also felt the need for a wider range of programs that would accommodate all levels of ability. They indicated that the following approach may be taken soon:

A. Non-achievers will still be placed in a general studies program.
B. In many of their programs they will admit only a limited number of students who they feel can complete the program.
C. Continue the "open door policy but not to curriculum".

Mr. Douglas McKinstry, who is in charge of the retraining programs under M.D.T.A. of 1962 at L.C.C., said that the number of retraining programs at a given time can be disquieting. There have been as many as 13 going simultaneously or as few as three and everything between. Their administration is further complicated by difference in length; some may be six weeks others may be an entire semester and one even longer. The program is closely coordinated with the Lansing Office of the M.E.S.C. and all programs (courses) are initiated by the Commission.

There is a study in progress to assist in the identification of the success features of trainees - i.e. it is apparently difficult to know when a course has been successful.

The chairman of Engineering Technologies and Applied Science Division, Mr. MacClure, described a tentative plan in which a student unsure of his educational direction would first take a multi-occupational program to survey several occupations. A specific occupational choice would then be made and ideally followed through until the student would be placed on a job.

DATA PROCESSING

Currently they have a 1620 computer as well as basic tabulating equipment. The equipment is used for instructional purposes, institutional research and administrative work. They do not schedule students on the 1620.

They have on order a SYSTEM/360 which will be used for administrative work, scheduling of students, and institutional research. At this point they do not plan to use it for CAI. The 1620 will be used for instructional purposes only.

INNOVATIONS

Some of their Business and Technical programs are set up with all their skill subjects in the first year. They may receive a certificate for completing the first year. The liberal arts courses are included in the second year.

Guidebook for students which contains a complete calendar of all student activities, civic activities, speakers to appear on campus, etc. for the entire year is in the file under Lansing Community College--Guidebook. Also see folder on PREVIEW which is a forward look at the school year 1966-1967.

LONG BEACH CITY COLLEGE

Contact: Dr. Gerald R. Daniel
Visited on: May 17, 1966
Visited by: Northrup, Cahill, DuBois, Crovella

I. PHYSICAL PLANT

Present school dates from 1935. In 1939 began training thousands of workers needed in defense plants. Steady growth dates from this time, especially in enrollment in adult education classes. Classes are held in over forty locations in schools, churches and libraries.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. Two campuses and several Adult Centers:

1. Business and technical campus

2. Liberal Arts Campus

3. Adult Centers

B. Associate of Arts Degrees

1. Plan 1 - To meet requirements of general education or for junior standing in institution which grants the baccalaureate degree

2. Plan 2 - Primarily established for student interested in achieving vocational competence

C. Certificate of Completion

D. Certificate of Vocational Achievement

III. TEACHING METHODS

Traditional

IV. SPECIAL EQUIPMENT

Nothing unusual

V. COUNSELING AND I. R.

The Long Beach Evening High School, located on the campus of the Business and Technology campus, is for adults who may wish to complete their high school work for a diploma. Full-time counselors available to these people.

VI. USE OF DATA PROCESSING EQUIPMENT

Nothing unusual.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Excellent scope of offerings from barbering, culinary arts to ship construction.

System of Forum lectures as found in other California colleges.

VIII. INNOVATIONS

A. Credit by examination after completion of sixteen hours (semester hours) of work with satisfactory grade.

B. Credit for educational experience while in military service.

C. Special non-credit courses in communication skills for high schools.

IX. MISCELLANEOUS INFORMATION

Nothing unusual.

X. EVALUATION OF TEAM VISIT

The static educational environment, the team felt, was caused by the close association of the community college with the K-12 Long Beach School System. In the words of the president of the college: "All my orders come down from above".

June 23, 1966

LOOP BRANCH--CHICAGO CITY COLLEGE

Contact: Dr. Kathleen Barnard, Director of Cooperative Business Programs
Visited on: Friday, July 8, 1966
Visited by: Cahill, Feusse, Laughner, Leeson

GENERAL BACKGROUND:

The Loop Branch which started in 1962 has a total of 7,000 full and part time students in the combined day and evening college. It was visited by the team to study their Cooperative Education programs.

Currently the Chicago Junior Colleges are on a trimester system. The third semester is divided for some classes into 2 eight week sessions while other classes run for the full sixteen weeks. It is anticipated that they will return to 2 eighteen week semesters as they feel the trimester system did not work out. On the trimester system they reduced the student's load per trimester. It then required more trimesters to complete a given program. Consequently the student still needed two years to complete most of the programs.

The teaching load for business teachers is 15-16 contact hours and contracts are for ten (10) months. Teachers are limited to one overload class per trimester. Classes ranged in size from a minimum of 15 to a maximum of 40 students per class. Most business programs required 20 months for completion.

PROGRAMS FOR LOW ACHIEVERS:

Students who test out very low on the ACT are placed in a core program of nine hours. The core consists of English, Social Science and Humanities. If the students succeed on this program, they are then permitted to enroll in regular business programs. However, they feel the program is inadequate and will be improved in the future.

Part-time students may take any course they wish and are not tested or counseled.

USE OF E.T.V. IN BUSINESS

Business Law, Accounting, Shorthand, Typing and Marketing are all taught by E.T.V. Students may elect either the conventional or the T.V. course in these areas. If the course on campus closes due to class size, the student may still elect to take it by E.T.V.

The television students meet with the instructor 4 or 5 times a trimester for testing and discussion. It was felt by the staff at the Loop Branch that most students were more successful in the skill subjects when they were in classes rather than taking the course by E.T.V.

BUSINESS MACHINE AND MATHEMATICS

Students generally did better in Business Mathematics when they were permitted to use machines. For this reason they plan to block Business Mathematics, which is taught in the Business Department, with Business Machines.

DATA PROCESSING

In the Loop Branch only basic tabulating equipment was available. A 1400 series computer is on order. The Data Processing program had three options: General, Business and Technical. All the advanced courses were given at the Loop Branch. The other branches offered only introductory classes.

COOPERATIVE EDUCATION PROGRAMS

Cooperative Merchandising, Accounting, Business Management and Secretarial programs are currently offered. The Cooperative Merchandising program receives support from the Kellogg Foundation. The programs in Banking and Finance, Insurance and Real Estate are not presently being taught. The student, when he enrolls in the program, agrees to attend college for 20 consecutive months to complete the program. The programs were established by using both a Business Advisory Council and Advisory Committees. The Council meets once a year for a two-hour workshop, while the committees meet twice a year. Membership to each is for one year, but many members are asked to serve for subsequent years.

It was felt by the staff at the college that the educators, which included Mrs. Barnard and the Coordinators, should take the leadership role during meetings with the Council and the committees. Members of the Council and committees should believe in the value of two-year programs.

The cooperative programs at the Loop Branch are closely correlated with the High School Cooperative programs. Generally a new training station is assigned to a student when he starts the college program. In special cases where the student is receiving a wide range of experiences, which are verticle in nature, he is left on the same job.

The forms and records maintained for each cooperative student were excellent. See folder on Cooperative Education Forms--Loop Branch. The forms and policies were developed by Mrs. Barnard. To do this, she surveyed all State Vocational Education Directors.

The student's first obligation to the program is to maintain good grades. Grades are not supplied to the employer. The balance of work and classes is determined for each student individually bases upon his ability.

The coordinator teaches two classes and one practicum. The practicum is used to correlate knowledge and skills taught in the classroom and at the training station. He coordinates only the 30 students in his practicum. The student receives credit for the practicum but not for his work experience.

CONCLUSIONS:

The Loop Branch was very short of space and funds to work with. However, both their Business Cooperative programs and other programs were very good. The Business Department feels very strongly that they have an obligation to serve both Business and potential students more completely by giving more short courses and retraining courses in addition to their one and two year programs.

LOS ANGELES CITY COLLEGE

Contact: Dr. Robert Gooder
Day Visited: Tuesday, May 17, 1966
Visited by: Sam Freed, Richard Klein, Carl Krathwohl, Ray Kuipers, Crystal Lange

I. PHYSICAL PLANT

Former U.C.L.A. campus built in a square around a center court.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

Vocational, transfer and program for low achievers to help them become community orientated.

A. Special vocational programs:

1. A technician training program for radio operation

2. Training in weather forecasting

3. Training in computer maintainance technology

B. Transfer

1. Conventional programs

C. Program for low achievers: (Outstanding; worthy of further study)

1. Curriculum being developed for low level students. The program is orientated to help students become more effective students (complete report and evaluation on file.)

III. TEACHING METHODS

For low achievers a block program has been instituted taught in large lecture sections then divided into small groups for discussion. Wide use of audio-visual methods. (See II C.)

IV. SPECIAL EQUIPMENT

Nothing Unusual

V. COUNSELING AND I.R.

Under a certain percentile students are counselled directly into the low achiever program. A large index of institutional research and follow up of effectiveness of using certain methods is available at Los Angeles City College.

VI. USE OF DATA PROCESSING EQUIPMENT

Nothing unusual

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. College presents TV program called "Scope" which tells the community college story to Los Angeles City District over open circuit TV.

B. The college sponsors a tutorial project for secondary and elementary schools. Each college student who participates receives 2 credits in sociology.

C. Overall communication tools within college and community.

1. Bulletin for faculty in form of newspaper.
2. News Bulletin sent to members of community.
3. State of College message.
4. Outstanding student handbook.
5. Snyder lecture series - a speakers series put on free by college.

VIII. INNOVATIONS

A. Experimental program for low-ability students.

B. System for faculty evaluation in initial hiring.

1. A testing system designed to show competence in specific area in which person is to be hired. All new applicants in District take test. Hiring is done from list and rating is based 1/3 on experience and credentials and 1/3 on oral interview.

C. In-service training section of personnel division; sets up lectures, workshops, and other education projects for faculty.

IX. MISCELLANEOUS INFORMATION

Nothing unusual

X. EVALUATION OF TEAM VISIT

A very fine will diversified college. Good morale and the feeling that something is being done for all levels of students. Dr. Phillip Schlessinger who is one of the teachers in the low-level program might be available this summer to look over our program and give advice on how Los Angeles conducts theirs.

6/1/66

LOS ANGELES TRADE-TECHNICAL COLLEGE

Contact: Mr. Edgar C. LaFetra
Coord. Public Information
Day Visited: Tuesday, May 17, 1966
Visited by: Oscar Anderson, Martin Wolf, George Pease, Donald Miotto, Marjorie Leeson

I. PHYSICAL PLANT AND EQUIPMENT

Good working situation for most programs. Very complete equipment for the course of study. Much of the equipment (est. $1 million) was donated or loaned to the school.

Dean William M. Mann did much of the building planning and serves as a consultant in this area of building planning.

II. TYPES OF PROGRAMS

Sixty different two year technical programs were given. Many of the programs might not apply to Delta but some should be investigated further. See catalogue and printed curriculum material. Some short courses, such as P.B.X. training (6 weeks), were given in the day school.

Dean Franklin R. Johnson is a curriculum planning consultant and would be available to come to Delta.

Lay advisory committees and surveys are used to develop new programs. See letter in file under 'advisory committees' which completely explains the plan.

III. TEACHING METHODS

Combination of lab-lecture situation. Example: Auto mechanics areas have classroom space (desks, board etc.) as well as all needed equipment.

Needed knowledge of English or Math is presented in the block of time given to the trade or technical subject. Some blocks run 6 hours per day, 5 days per week in the lecture-lab. situation.

The first 48 hours that the student takes are in the trade or technical area of his course of study. The last 12 hours are the liberal arts subjects required to secure his degree. If he doesn't complete the last 12 hours he will receive a certificate of proficiency. Also a certificate of completion is awarded in some programs after two (2) semesters (24 hours).

All courses receive college credit for graduation. However, many of the courses would not transfer. They feel that any student should be able to graduate if he has completed the course of study that he has enrolled in.

IV. SPECIAL EQUIPMENT

A great deal of special equipment was needed for their unusual programs. Much of the equipment was either loaned to them by industry or given to them by industry.

V. COUNSELING AND I.R.

This was one of the outstanding features of their program. Students were tested to determine if they had the ability to succeed in the programs that they desired. One battery of tests might be used for electronics and another for auto mechanics. I.R. is done constantly to check the validity of the test results. If the test results indicate that they are not likely to succeed in the program they desire they are counseled to see if they might change their mind. If the students still wish their first program choice, they are put into improvement courses for math and english and exploratory classes such as pre-electronic, pre-cheft training etc. They are retested at the close of the semester to see if they then can be admitted to the program of their choice.

Any student on a given program should be able to complete the program. Ninety percent of the students who start the trade or technical programs do finish them.

Counselors are specialists in subject matter fields who are made into generalists.

See Counseling and Guidance sheet in file.

Selection process for various programs:

A. Job analysis to see what traits and abilities are needed.

B. Review of applicants test scores and grades.

C. Applicant interviews with a committee for the subject matter area.

D. Either begins program or is put on waiting list if he qualifies for the program.

E. Lower 1/3 of the group tested will go into improvement programs or referred back to Adult Education classes in local high schools. Of this group '50% are salvaged'.

VI. USE OF DATA PROCESSING EQUIPMENT

All equipment is at Metropolitan College. Los Angeles Trade-Technical will merge with Metropolitan in July 1966.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

To enter evening college the student must be 18 years old or over, be able to profit from evening college instruction, and pass the required tests.

Some of the programs are more to up-grade employees who are already working on the job. Also some of the programs are difficult to teach in the evening college due to the block of time needed.

VIII. INNOVATIONS

Counseling program which is detailed under 'Counseling'.

Use of Alumni groups. One group for each course of study. Example: One alumni group for foods, another for auto mechanics etc. These alumni groups provide good feed-back on the success of the program. Graduates now working in the field will indicate where too much or too little training was given.

Use of rotation plan so that students may start program at various times of the year. Example: Auto mechanics course has students drop while they are working on the brakes portion of the program. The counseling office is notified, students who are on the waiting list are called in. The student will stay on the program until it cycles back to brakes.

Use of 6 hour time blocks. Students stay in one location. Usually 1½ hours of instruction, 4½ hours of lab. Student works on an independent basis as material is prepared as study guides.

Orientation and evaluation program for new teachers. See file under 'orientation'.

IX. MISCELLANEOUS INFORMATION

Survey indicated that 80% of the people are still working in the occupation they were trained for.

Average age of the student is 23.

Cost per student is $632.

X. EVALUATION OF VISIT

Some of the programs might be studied to see if they apply in anyway to Delta. In the area of Trade-Technical the school is outstanding. Further investigation might be done on the testing program. More information would be available from:

Margaret Crawford
Asst. Dean of Counseling and Guidance

At the present time the school is not a complete comprehensive community college. However, in June it will merge with Metropolitan College and become more comprehensive. (See Metropolitan catalogue)

The Delta group was very well received and all information asked for was provided.

LOS ANGELES VALLEY COLLEGE

Contact: Mr. Robert Cole, Dean Educational Services
Visited on: Wednesday, May 18, 1966
Visited by: Bruce Corliss, Crystal Lange, Robert Stuart, Hugo Siehr, John Fuller

I. PHYSICAL PLANT

A. It is a district policy that each campus have about 70% permanent buildings and 30% temporary buildings at any given time as a guard against a population shift.

B. Art Gallery: one of the show places of the campus.

1. Electrical outlets in the gallery are located on four-foot centers for panel flexibility.
2. The gallery opens up into a beautiful outside court yard.
3. Six shows are held per year for both students and public at no charge.
4. Air-conditioning is lacking; director recommends a similar facility have air conditioning.

C. Theater Arts Program: Three theaters are utilized as follows:

1. Experimental Theater: entirely student operated. The room has folding doors which can be used to convert the theater into two classrooms.
2. Theater-in-the-Round: can be converted into a horseshoe theater. Productions are student operated except for a faculty director.
3. Main Theater: 400 capacity. The orchestra pit is covered with a portable scaffold for more stage area when necessary. The front asbestos curtain is light colored so it can be used as a movie screen without interfering with stage preparations.

To date the emphasis has been on Theater per se, but new emphasis is being placed on movie and TV curricula to meet the community needs. Many students are employed in the industry while attending college.

D. Weather Station (Homer G. Anderson)

1. Elaborate weather station located in planetarium building.
2. Equipment on the roof is calibrated with instruments in a display window downstairs.

3. Instruments for viewing and permanent recording are provided.

4. Rainfall, relative humidity, temperature, atmospheric pressure, wind velocity and direction are recorded.

5. Equipment obtained from Bendix Freez Company at a total cost of about $8,000, with half being from NDEA funds.

6. Some instruments are read every hour, using student technicians; information is reported to the Air Pollution Division of The State Climatology Office. Records are also available to the Weather Bureau upon request.

II. TYPES OF PROGRAMS AND HOW THEY ARE DEVELOPED

A. "Threshold" Program

1. Each group is made up of 35 students.

2. Criteria include lowest scores on S.C.A.T. test; low high school grades.

3. Specified courses are provided in English and Psychology and the student may elect one course from a prepared list of vocational courses.

4. Based on pre and post-testing, administration considered the program successful. A detailed report of the evaluation of the threshold program (by Mr. Fred Machetanz) is available.

B. Seminar for gifted students in math and physics.

C. Program for gifted elementary school children on Saturday with planetarium presentations.

D. Strong program of recognition.

1. Dean's list

    a. Dean's tea for people on list.
    b. Scholar of month award.

2. Scholarship banquet.

3. Awards for artistic achievement.

III. TEACHING METHODS

A. Study Skills Center: Allan Keller, Coordinator.

1. At present the primary operation is the self-tutoring laboratory equipped with reading machines and other machines with lessons available in a number of fields.
2. Presently the lab is used as a supplement to classroom work.
3. The lab is open daily and two evenings per week.
4. The machines in use include the following:
    - a. Craig Reader
        1) Uses slides
        2) Provides eye training and reading exercises at rates of 150 to 1100 words per minute
        3) Cost: $200 including lessons
        4) Source: Craig Company, Beverly Hills, California
    - b. Auto-Tutor
        1) Uses film strips-operates with push buttons; will not advance until right answer obtained
        2) Used mainly for English and Slide Rule at this school
        3) Cost: $1200, plus lessons at $100-$150 each
        4) Source: Welch Scientific Company
    - c. Mast
        1) Uses Britannica lesson in film cartridges
        2) Cost: $240, plus lessons at $30 each
    - d. TMI- Grolier, MINMAX II Machine
        1) Paper sheets are fed through - student writes on sheets
        2) Cost: $20 each, plus lessons
5. An extensive library of programmed materials is available for student use.

B. Listening-Viewing Center: in planning stage.

1. Will provide 144 student stations for listening, viewing of slides, films, etc.
2. The students will be seated at open tables, and will not control selection on his head set (lack of funds for equipment)

3. 8 mm films are planned for use in the center and classroom.

C. E.T.V. presently used in speech classes only; no plans for expansion.

IV. SPECIAL EQUIPMENT USED

A. Materials used in study skills center described under III. "Teaching Methods".

B. Audio-Visual Equipment

1. Approximately 80% of the A-V equipment is located in department. Personnel find this arrangement desirable and find it promotes better utilization of equipment.

C. Wide screen for projection of two slides side by side for comparative study.

1. Art Department lecture room with capacity of 125 uses wide screen.

2. Adjacent to the lecture room is a preparation room equipped with a slide previewer and magazines in which a lecturer can organize materials prior to class.

D. Music Department

1. Professional quality recording studio.

2. Choral room seats 170 and is also used as a Little Theater for concerts each Thursday at 11:00 A.M.

3. Concerts are open to the public and are sponsored by the student body.

4. Practice rooms with a piano are located in each of the four corners of the choral room. This corner space would otherwise be wasted; activity in the practice rooms does not interfer with activities in the large room.

V. COUNSELING AND INSTITUTIONAL RESEARCH

There is a system of released time for various duties. Faculty members who wish to involve themselves in advising receive three hours release time. The meteorologist receives three hours release time for his community relations work in the planetarium, etc.

VI. USE OF DATA PROCESSING EQUIPMENT

A. Courses are offered in operating the equipment, as listed in the catalog.

B. Attendance, distribution of grades and correlations are done with the data processing equipment.

C. An I.B.M. 709 is used a great deal in scoring tests.

D. They have a 1620 and plan new uses.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. Public Relations: Lynda Abrahms

1. The college has a strong public relations program, due, at least in part, to a very attractive, "bird dog" reporter.
2. Appears to be an excellent climate of cooperation on the campus with good rapport between faculty and administration. The good feeling seems to carry on into the community where news releases are well taken and utilized by the news media.
3. Personnel at the college take pride in being associated with "The Friendly College".
4. The Public Relations Director completes a three-page interview with each new faculty member, and updates biographical sketches on each faculty member each spring.
5. Focus on the Faculty, a publication with pictures of each faculty and administrative staff member published annually.

B. Community Relations: William Lewis, Dean of Students' Programs are supported by the Associated Student Organization on a budget of $250,000.00 per year. Some programs are for students, but many are open to the community. Some of the programs include:

1. Occupational Exploration Series, provided by the counseling office. Programs are usually conducted during the free hour on Tuesday at 11:00 a.m.; some are offered in the evening for community groups. Designed to present and describe an occupation.
2. Lecture and Concert Series
3. Museum Film Series
4. Campus Concerts by members of the music department
5. Planetarium Showings

6. Speakers Bureau is maintained by the college. No charge is made for the speakers. (Brochures and programs of each of the above activities are on file plus a detailed budget of the Associated Students.)

C. A Controversial Forum is held once each week at the 11:00 free hour. Usually outside speakers present the pros and cons of controversial questions; i.e., homosexuality, communism, Vietnam policy, etc.

VIII. INNOVATIONS

See items presented under III and IV.

IX. MISCELLANEOUS INFORMATION

A. Inside magazine is an annual report to the community of the continued progress achieved by the Los Angeles Junior Colleges and its students. The magazine is written and edited by students from the seven Los Angeles Junior Colleges.

B. Valley College Report: a quarterly newsletter sent to opinion leaders and friends of the college.

C. The student newspaper has won first place in competition for the past twelve years.

D. The college no longer has a dress policy. This was reflected by the many slacks, shorts, etc., observed about the campus which was in marked contrast to the very fine appearance of 99% of the students at Foothills, for example, where a strict dress code is in effect.

X. EVALUATION OF TEAM VISIT

Many of the activities being conducted at Los Angeles Valley College have proven most effective and appear to have considerable merit as possible tools for Delta College, namely:

A. The quarterly newsletter to opinion leaders and friends of the college.

B. Occupational exploration series.

C. Speakers bureau.

D. Focus on the faculty; pictures of faculty and staff.

E. Wide screen for dual projection.

F. Listening-viewing center.

G. Formalized program of recognition for student achievement.

H. Program for low achievers.

I. Theater program.

MACOMB COMMUNITY COLLEGE

Contact: John Dimitry
Day Visited: Wednesday, May 11, 1966
Visited by: Entire project team

I. PHYSICAL PLANT

See folder on 'House Plan' which details their idea of attempting to break down an expected and ultimate campus population of from 10,000 to 15,000 students into five manageable and humane groupings.

Currently only the South Campus is constructed. It was built with too much dependence on the architects. Planning committees were supposedly formed by faculty members but they were not used to any great extent.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

The school is divided into two major divisions: Liberal Arts, which contains the transfer programs and the Division of Applied Sciences, which contains the business and technical programs. Each division has its own administration and faculty.

Each program was developed by use of an advisory committee and consulting staff. See folder on 'Suggested Data Processing program' for an excellent illustration of how the advisory committee and consulting staff was used. The Data Processing program has not yet been approved.

See folder on programs.

The technical programs are currently being offered off campus as the technical facilities are not yet constructed.

III. TEACHING METHODS

In the Educational Cultural Development program (E.C.D.) they are using vertical team teaching patterned after what is done at Boston University.

In their house plan they are committed to "modern instructional methodology which will include variable groups, team teaching and extensive use of instructional aids."

Currently they are giving credit by examination on a very limited basis. A student is permitted to receive credit by exam before the end of the semester if he has a high grade at mid-term or a very high grade at the end of the first of a two semester sequence course. They are also using waiver of exam which does not give credit for a given course but allows the student to take the next course in sequence.

Certain courses are taught to superior high school students by college instructors at local high schools for college credit. The purpose is to have better articulation between educational levels.

Clerical help is provided to assist teachers. The assistants take roll, distribute materials, enter grades, etc.

See 'Block Plan' under innovation.

IV. SPECIAL EQUIPMENT USED

Other than the language lab, which was under the direction of Mrs. Marie Zimmerman, there seemed to be very little audio-visual equipment. They feel a need to develop an A-V center but currently have none. They are studying the use of E.T.V. but no decision has been made.

V. COUNSELING AND I.R.

Turner insists that each counselor teaches at least one course so that he may be familiar with classroom problems.

Currently they are studying to see what can be done for the lower 10% of the student body.

A student who has not maintained a satisfactory grade point average has the option to either change programs or leave college.

A great deal of institutional research is carried on under the direction of Edward Erskine. Research is directed from the top down and generally does not involve the faculty.

VI. USE OF DATA PROCESSING EQUIPMENT

A. Educational use

1. They have developed a suggested Data Processing program which has not yet been accepted. See file under 'Suggested Data Processing Program.' They are currently investigating the feasibility of acquiring data processing equipment.

2. Currently they feel there would be three major areas for educational use:

   a. Business Data Processing program

b. Use of the computer as a tool by the math and science departments.

c. Use in the technical programs for numerical control, drafting and printing.

B. Administrative use

Their work is now being done by the Intermediate School District on a 1440. They do their own keypunching on campus and have purchased their own disc packs. They have found this arrangement unsatisfactory as there is no opportunity to use the computer for either institutional research or educational usage.

They are currently studying the problem by:

1. Investigating the College Information System developed by I.B.M..

2. Hiring a consultant to work with them.

3. Investigating COM SHARE which is a private organization that will provide computer time-sharing by means of teletype terminals.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

There is not a definite distinction between day and evening college. The evening college is staffed by regular faculty members.

In the plans for their new campus they have included a Conference Center. The center will be used to teach short term courses and to hold Business and Industrial Conferences.

Courses are given for women such as home and marriage, personality development, personal care etc. These courses involve active participation in social service organizations such as hospitals, schools, etc.

See page 34 of Dr. Dimitry's report on offerings to the community.

VIII. INNOVATIONS

See folder on 'House Plan.'

Block E.C.D. program under the direction of James Munro:

A. Only has students who are in the Liberal Arts Division. In a one year program.

B. Students are placed in the program if their test scores are between the 10th. and 65th. percentile.

C. The students are scheduled in a core program in a block of 20 students. The core program includes humanities, natural science, social science, communications and orientation. Twenty students meet in a block for 10 hours per week of team teaching instruction. For 6 additional hours per week they meet in groups of 120.

D. This is a 'packaged program' which was designed to give the students a greater feeling of security.

E. Currently there are 450 students in the E.C.D. program.

F. A group of 165 E.C.D. students were evaluated against a control group of 400 regular liberal arts students. Of the 165 in the core program, only 13% dropped after one semester. In the control group, 25% dropped after the first semester.

G. Use of teacher evaluation. The evaluation goes to the teacher first and then to James Munro.

H. The program has its own staff of 15 instructors, 1 administrator and 1 counselor.

Slow pace English

A. Basically is the same Freshman English as they have always taught. One semester of English is taught in two semesters.

B. The Federal funds, $88,000, are for 4 years and are provided to measure everything about the students that is measurable.

C. They plan to place 625 students in the experimental group and use an equal amount of students in the control group.

Use of industrial location to teach technical programs. This is necessary as the Technical Division does not have facilities of their own. They felt the decentralization of their technical program has many disadvantages.

Circular buildings with pie-shaped classrooms with slanted seating for optimum use of A-V techniques and student viewing. See page 52 of Central Plan.

Separate department of Research and Development under the direction of Edward Erskin. The department had the following responsibilities: Curriculum and institutional research, physical plant planning, publication of information for the community and high schools, and development of Federal fund raising programs.

IX. MISCELLANEOUS INFORMATION

Projected cost per student next year is $720.

Their calendar consists of 2 eighteen (18) week semesters plus a ten weeks summer session. They have considered the trimester but feel that it can't be justified. However some technical programs are now on a quarter system since they cooperate with Ford College. They are considering the trimester system for their apprenticeship programs. The rest of the technical programs will be on the 18 week semesters. NOT ALL PROGRAMS HAVE THE SAME CALENDAR.

All courses taken count towards their degree.

Their class size varies from 20 to 40 students. Currently their teacher-pupil ratio is 1 to 33.

Lab hours are equated at .8 but it is felt they will change to a 1 to 1 ratio.

Students prefer to identify with the campus rather than taking classes in local high schools, plants, etc.

Department chairmen are on a 12 month contract.

X. EVALUATION OF TEAM VISIT

The day at Macomb was very well spent. It might be worthwhile to obtain more information regarding their house plan, slow pace English, Institutional Research Department and their E.C.D. program.

The following people can be contacted for more information: Edward Erskine, I.R.; John Dimitry, House Plan; James Munro, E.C.D.; David Nordline, Slow Pace English.

6/1/66

MIAMI-DADE JUNIOR COLLEGE

Contact: Dr. M. Duane Hansen, Assistant to the President
Mr. Frank Bowsma, Director of Learning Resources Center
Visited on: Monday, July 18, 1966
Visited by: Margaret Allison, William Ballard, Ken Borland, Brendan Cahill, Mike Crovella, Robert DeVinney, Karl DuBois, Marj Leeson, Richard Northrup, and Harry Parks.

I. PHYSICAL PLANT

The college presently has one campus, The North Campus, nearly complete located on a 245-acre site and valued at about $15 million. They have a master câmpus plan which calls for two more campuses, The South Campus and Downtown Campus to accommodate the 20,000 students predicted by 1970. The most distinctive features of the North Campus are the Learning Resources Center, containing the library and audio-visual facilities and the new Science and Technology building which will open in fall 1966.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

Miami-Dade divides its curriculums into (1) pre-professional, (2) technical, vocational and semi-professional and (3) basic studies. They have general education courses in communications, humanities, natural science, social sciences and physical education which are required of all transfer students.

The Basic Studies Program is designed for students who are not likely to succeed in college level courses and includes basic reading, writing, mathematics and educational planning.

The technical, vocational programs are set up only after a survey indicates the need. They are currently working with 37 advisory committees. As part of their technical complex, they have a special circular building designed as a meeting place for the advisory committees.

III. TEACHING METHODS

The core courses in general education are taught in the four 200-seat multi-media auditoriums which are in the Learning Resources Center. Wide use is made of audio-visual presentations which are produced by instructors working with the production staff.

IV. SPECIAL EQUIPMENT USED

1. In the library is a Documat copy machine which makes it possible for students to copy materials for a small charge.

2. The library is equiped with a large number of carrels and according to the librarian the students prefer the carrels to tables for studying.

3. The library uses an IBM checkout system developed by Rice University called the Sentronic System. Each book has a metal plate in it and the exit turnstile will lock if someone tries to take a book out which has not been checked out.

4. The college has an IBM 1620 (40K) computer with two disk units, printer and an IBM 1627 drafting machine. This computer-controlled drafting machine is used in drawing and design courses to study programmed drawing.

5. An IBM 360-30 is now being installed at the North Campus and an IBM 360-40 is on order for the South Campus. In the future a Micro-Wave system will connect the System/360 with the Color Television System.

V. COUNSELING AND INSTITUTIONAL RESEARCH

Nothing of special note.

VI. USE OF DATA PROCESSING EQUIPMENT

The computer center, which operates as a service organization, is under a vice president so that no area can dominate the use of the equipment. They provide data processing and computer services for the instructional and the administrative needs of the college. Instructional use is given priority for time. Three full-time people, a production manager, a systems analyst, and an instructor administer the center. They have a strong two-year data processing curriculum with a business option and a scientific option.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Courses are offered on a demand basis to fit demonstrated needs. For example they try to make it possible for students to get an associate degree by going only on Saturdays and in special cases courses have been given from 12 midnight to 2 a.m.

VIII. INNOVATIONS

A section in the library is set aside for currently used textbooks for students who cannot afford to buy their own.

IX. EVALUATION OF TEAM VISIT

The team was only able to be on campus for about three hours so was very limited in what could be seen, however, we were very impressed with their development of the learning resources center concept and feel this has possibilities for Delta. Their data processing program and their used of the IBM 360 computer system warrent additional study.

August 8, 1966

MICHIGAN BELL TELEPHONE COMPANY CENTRALIZED PLANT SCHOOL, DETROIT, MICHIGAN

Contact: Mr. Glen Valentine
Visited on: 23 June 1966
Visited by: B. Corliss, R. Northrup, H. Parks, A. Straumanis

The Centralized Plant School visited by the Scout Team is a training center for employees of Michigan Bell from throughout the entire state. All training is limited to personnel of the Plant Department, i.e. telephone installers, station repairmen, central office maintenance personnel, etc. The majority of students are already Plant Department employees who are studying new equipment, improving their skills, or learning a new skill or trade.

Approximately 200 different courses are currently being offered, varying in length from one to three weeks. The courses, of course, are highly specialized and oriented to a particular industry; however, some of the techniques and facilities utilized have applicability to any educational institution.

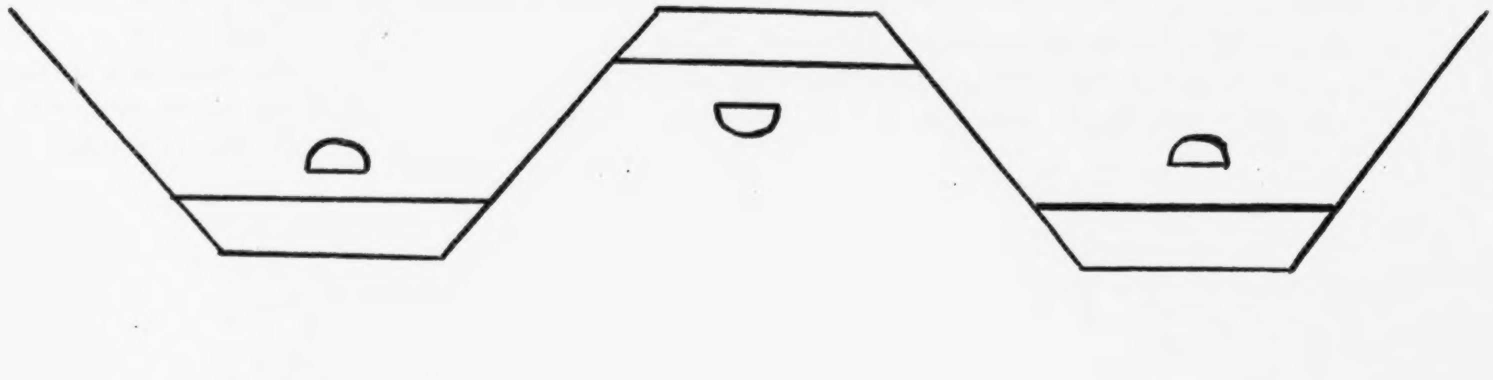
The Scout Team was particularly interested in the use of programmed learning techniques, and most of the group's time was devoted to a discussion of the development and validity of their programs, and to observations of the physical facilities and selected portions of the program used in a course in General Electronics.

To date, only three of the courses offered at this school are fully programmed. This is primarily due to a lack of time for the writing of programs; other courses are being programmed as rapidly as possible. It is interesting to note that the school supports a developmental programming staff of seven people and has a permanent full-time teaching staff of twenty-five.

The three programmed courses include one in general electronics, one in advanced electronics, and a setup whereby a student's learning potential is assessed. Since the general electronics program has been in operation for the longest period of time (about three years) most of the following descriptive material is devoted to it.

General Electronics

The classroom used for this course contains three types of carrels: 1) a unique design(see diagram) for study with book-type programs, 2) rectangular carrels containing equipment for laboratory experiences, and 3) small rectangular booths for written tests.



The carrel design on the preceeding page was chosen for two reasons: 1) it eliminates the closed-in feeling on the part of the user, and 2) distractions from movement in the aisle are minimized. Music is piped into each carrel over speakers (Musac) with individual carrel controls; this as a means of eliminating background noise. In addition, each carrel is equipped with an intercom system whereby the user can communicate with the instructor at his desk across the room when necessary..

Most of this program involves the use of two loose-leaf notebooks. One contains directions, questions, problems, etc. The student proceeds by sliding a baffle down the pages and writing his responses on these pages. The other book contains diagrams, photographs, overlay buildups, etc. that are constantly referred to as the course develops.

The course is designed so that the student must move to the laboratory situation periodically (at least every couple of hours--keep in mind that these students spend eight hours a day from 15 to 24 days for working on this course). Work in the lab carrels involved many activites. Some are outfitted with permanent equipment for completing circuits, etc. While others are set up with small items of equipment as needed. The program includes photographs of correct equipment arrangements for student feedback. Some carrels contained audio tape-colored slides machines, although the slides had to be advanced manually upon direction via tape or the printed program.

Short criterion tests are included at frequent intervals in the program so that the student may check his own progress as he goes along. Most of the unit tests involve the manipulation of equipment since the course is designed to simulate on-the-job experiences. On exam demonstrated by the director included five sealed envelopes, each containing a clue. The student then received a bonus for each unopened envelope submitted with the correct solution to the problem.

Advanced Electronics

Very little mention was made of this course during our visit. It was noted, however, during a brief visit to the classroom, that the students were working individually with written programs associated with elaborate electronic equipment. The instructor was engaged in "programming" a large master panel of switches during our visit.

Assessment of Learning Potential

This program is fairly new, having been in operation only a few months. The objective of the program is to analyze a person's problem solving and "trouble shooting" ability. There are seven units in the program, each one independent of the others.

A student begins by taking a pre-test to determine at what level he shall begin. He must then pass or possess skills tested in two of the first three units and the fourth unit in order to proceed. If he fails to meet these prerequisites, he is pulled out and put in training for a "lesser skill" trade. The seventh unit culminiates with an exercise which involves the discovery of several "bugs" programmed into a large section of central office switching equipment.

A limited amount of data is currently available to evaluate this program, but the director provided the group with a considerable amount of data on the effectiveness of Bell System's programs in general and the General Electronics course in particular. The details of these studies are unavailable for the purposes of this report but some general observations in this area follow.

In all cases, the results significantly favored programmed learning over more traditional teaching methods. One study showed that students retained concepts over a period of several months, indicating that programmed learning is applicable to more than just fact-teaching. Another evaluating technique involved outside experts brought in to engage the students in technical conversations. Highly favorable results were obtained.

With regard to the General Electronics course, a recent study has revealed a high correlation between success in the course and success in the field. In addition, it is significant that every student who has completed the course has passed the final examination.

The emphasis on varied activities seen in the programmed courses is also very evident in all other courses. Lectures are condensed into a five to ten minute period and are "all meat". Overhead projectors and other devices are then used in sessions requiring student responses. Equipment is often brought into the classroom so the students can practice what they have learned. Brighter students are often used to help the slower students.

A number of interesting innovations in the use of overhead transparencies were demonstrated. The possibilities are limitless with a little imagination. Some involved multiple images, time flow concepts, and rotating wheels. Any member of the Scout Team can describe these to any interested person.

In summary, the Scout Team was very well received and each member was impressed with what was happening in this school. It is apparent that the Michigan Bell personnel would be pleased to cooperate further with Delta in the development of programmed materials. Dr. Hendershot is already well known and highly thought of by Mr. Valentine and his staff.

July 1, 1966

MICHIGAN STATE UNIVERSITY

Contact: Dr. Coelho, Brody Hall
Purpose of Trip: MSU Living-Learning Center
Date: June 23, 1966
By: Laughner, Miotto, Klein, Leeson

The Living-Learning concept was developed for three basic reasons:

A. To establish closer contact between faculty and students.
B. To establish closer contact between the students themselves.
C. As a convenience to students. The size of Michigan State University makes it difficult for students to travel from one class to another.

Of the Freshman and Sophmore students at MSU, 80% now live in the living-learning centers. All basic courses are taught within the centers. However, a student may elect to attend classes in another location on campus. The philosophy that the living experience should enhance the curriculum was carried out by the use of color and classroom design. Dr. Coelho pointed out that even the Natural Science labs have yellow and purple furniture. Chairs which had resistant tops were used rather than conventional lab tables.

In Case-Wilson-Wonder Complex the classrooms were curved so that no one sat directly behind another student. The large rooms could be divided and had blackboards at both the front, back and side which provided more flexibility. The desk-chair combinations had only four legs rather than six which made it easier to clean the room. Small two-student tables which could be folded for storing were used in another classroom.

Most of the students and faculty feel that the living-learning centers have accomplished their objectives. Although size is necessary to provide the desired resources for learning, the student can lose his identity unless measures, such as the living-learning centers, are taken. Dr. Coelho said the grades of the students housed in the living-learning centers are slightly better than comparable students who do not live in the living-learning centers.

MSU HOUSE PLAN

Use of closed cirucit TV

Many of the basic courses at MSU are given by closed circuit TV. The live lecture is video taped in the morning. It is played back generally in the afternoon and evening. The feeling was expressed that the students did not make as much use of the playbacks as desired. Closed circuit TV is used as an economy measure to teach large groups of students. Some students like the TV presentations very much while other students have a negative reaction.

Student Government

The Brody Complex Council had recently revised their constitution. It is considered to be an excellent Constitution as it involved the students, advisors, faculty and management. See File on "Council Constitution". It changed the student council from a governing group to a coordinating group.

Innovations

Conference leadership course for leaders on campus. The Brody Complex leader had five two-hour sessions PRIOR to the new school year. Four hours were lectures and the other six were demonstration conferences. The board room was used and as many devices as possible were also employed to provide a conference atmosphere. Some of the devices were: Folders, name plates, pencils, visual presentations, etc.

Brody Complex Workshop

The workshop was held for one evening and one day PRIOR to the academic year. It provided a mutual interplay of ideas between faculty and students and did a great deal toward establishing rapport for the following year.

June 30, 1966

MODESTO JUNIOR COLLEGE

Contact: Mr. Richard S. Nazarian, Assistant Director of Student Activities
Visited on: May 19, 1966
Visited by: Floyd Feusse, Sam Freed, Carl Hendershot, Andrejs Straumanis, Bob Stuart, and Martin Wolf

I. PHYSICAL PLANT

A new STUDENT CENTER was opened in September, 1965. It is somewhat circular in design and appears to get good usage. It houses the food services (which had random selection similar to that in the MSU student union), a bookstore, a students' lounge, a faculty lounge, the dean of students' offices, college council chambers, and business offices. An attractive, covered activities court is in the center of the building. In the center of the court is a huge plastic vine which looks real and adds to the beauty of the court. The court is used for school dances and social functions. The administration said that if they build the student center over they would build it twice as big. (See the folder of the student center enclosed in the Modesto folder.)

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. Agriculture is the main program. (This is in an agriculture area.)

B. Nine APPRENTICE PROGRAMS (e.g., plumbing, auto shop, machine shop) have been developed in cooperation with the unions.

C. A LAW ENFORCEMENT PROGRAM developed upon advisory committee recommendation. The police students are used to assist in and police the parking. They are paid $1 an hour for this portion of their training.

D. There are twelve hundred people on the advisory committees for the evening program. There are more evening students than day students, and many of the programs get started in the evening.

III. TEACHING METHODS

The school was organized in 1921 and is primarily traditional.

IV. SPECIAL EQUIPMENT USED

Nothing unusual.

V. COUNSELING AND I. R.

A. The counselors are specialists in certain areas (e.g., business education) and primarily advise students in their specialized areas. The counselors also teach a beginning orientation class and have contact with all their advisees when they begin college. They have no faculty-advisor program.

B. There is no formal program for institutional research.

VI. USE OF DATA PROCESSING EQUIPMENT

Nothing unusual.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. The evening college program is outstanding. Bob Stuart said he would recommend this as the best evening program in California. (See Bob Stuart's report for more particulars.

B. The college has an adult elementary school and an adult high school. Students may transfer the course credit back to the high school.

C. An alumni organization has been established. This has established a foundation for the receipt of private funds.

VIII. INNOVATIONS

A young lady in the English department developed a remedial English course which made use of an audio lab for spelling improvement and of a reading lab. (See Carl Hendershot's report for particulars.)

IX. MISCELLANEOUS INFORMATION

A. They ALWAYS USE UNION BANDS.

B. The school newspaper is published twice a week.

C. The school had a STUDENT EVALUATION OF FACULTY; but the students decided it was not good, and they DROPPED it.

D. Tax supported bus service is provided. This helps to alleviate their parking problem.

X. EVALUATION OF TEAM VISIT

The evening program appeared to be outstanding. The college has a strong faculty and a positive student attitude. Most programs were traditional.

MAY 31, 1966

MONTEITH COLLEGE

Day Visited: Thursday, June 23, 1966
Visited by: Bruce Corliss, Richard Northrup, Harry Parks, Andrejs Straumanis

Monteith College, an autonomous division of Wayne State University, was named for the first president of the University of Michigan. Opening in 1959, it had the welcome blessing of a $700,000 grant from the Ford Foundation.

The goal of Monteith College is to achieve the values of a small college of not more than 1000 students, within the environment of a large urban university. The maximum number has never been reached, so to date, the admission policies have not been particularly selective. In fact, any student who is eligible to enroll in the university, can enroll in Monteith College.

The college is divided into the divisions of Science of Society, Natural Science and Humanistic Studies. Each Monteith student is required to take regular five-quarter sequences in Science of Society and Humanistic Studies, along with a six-quarter sequence in Natural Science. In the senior year the student must participate in a Senior Colloquim and, if he wishes to receive a Monteith diploma, must write a Senior Essay. Since about half of the student's time is available for electives, mot of the students can prepare for specialization in a definite area such as business, pre-medicine or pre-law without any loss of time. If the student wishes however, he may take his electives within Monteith College.

The basic courses at Monteith are modeled on the "core curriculum" idea. Large lecture sections followed by smaller "buzz" sections allow for much student participation. There is no formal requirement in English but in each course numerous papers are required. These papers are graded carefully for form as well as content. Every effort is made to keep a close relationship between faculty and student and thus private conferences of the student's work is a possibility.

Throughout the basic course sequences, independent work by the student receives continuing and increasing emphasis. Furthermore, the student may, with the consent of his instructors, take up to 30 quarter hours of Tutorial Studies. These are especially arranged to encourage the student to pursue his own special interests. Finally, the student's interests can be emphasized in the Senior Essay.

Monteith's faculty is selected on scholastic excellance and the willingness to participate in such a program. Some of the faculty have their offices in the immediate area but since there is not room for all of them, a system of rotation of offices is followed. Each faculty member has about 20 students to advise, the number being kept low to retain the close relationship between him and his advisees. At Monteith, teaching is given equal weight with research and publishing when faculty salary and rank are being considered.

In the beginning, Monteith had planned to use the library in a special way. A grant of $80,000 did provide for a two year unique program (see report), in which all students were required to complete a series of special assignments. These assignments were incorporated into the basic courses and were, ideally, to teach the student how to use the various library tools. After the grant ran out this unique feature was dropped so that the Monteith library program can no longer be considered unusual.

The question of the success of the Monteith program is relative. The goal of 1000 students, with the chance to be quite selective, has never materialized. The college does graduate about one third of those who enter so its drop out rate looks better than most colleges. But the administration has made little effort apparently to find out where these drop outs go. At any rate, this program has so far failed to capture the imagination of any large number of students in this ere of practical. Nor has the program been fully accepted by all the faculty of the other divisions of Wayne State University. A final difficulty should be mentioned. Any student planning on transferring to Monteith College should do so before he enters his sophomore year for transfer after that point is difficult.

It would seem that this type of program has limited application for Delta College though the "core" type of course might be explored with profit particularly for programs which prepare students for pre law, teaching and the liberal arts.

MT. SAN ANTONIO COLLEGE

Contact: Max D. Bell, Deputy Superintendent, Administration
Visited on: May 17, 1966
Visited by: Corliss, Crovella, Feusse, Hendershot, Sutton

I. PHYSICAL PLANT

The most outstanding feature on campus is the library. It is truly a learning resource center. Major sections of the library represent major fields of study. The librarian assigned to each library has become a specialist in the disciplines served, and works closely with faculty members of that division.

The library building also houses an audio-visual center, including an audio laboratory and TV studio. (See separate detailed report on the library.)

II. TYPES OF PROGRAMS

A. Strong agriculture program. (G. Allen Sherman, Dean)

1. Includes agri-business, agricultural production(animal husbandry, crop production, etc.) and technical agriculture (ag engineering, animal science, etc.). Students are able to work on the College Farm.

B. Strong aeronautics program. (Thomas W. Bull, Dean)

1. Three fields:

   a) Commercial flight training.
   b) Powerplant mechanics (FAA approved)
   c) Business (stewardess, air transportation)

Although Mt. SAC operates probably one of the most extensive aeronautics programs of any junior college, they are not nearly meeting the needs of the industry.

Government surplus and industry assistance have helped to provide machinery, aircraft, and engines. An operational F-84 jet fighter has just been acquired from government surplus for $500. The college keeps its own private plane in operation using its own mechanics, and has its own air strip.

C. Police Science, both transfer and two-year programs.

D. Apprenticeship programs are offered in cooperation with unions. Since these are work-study arrangements and the apprenticeship requirements are met prior to qualification of a two-year degree, most students move to full-time employment prior to graduation. However, there is the opportunity and some trend for students to continue to work toward the Associate degree through evening or part-time study. Among the unions represented in this co-op program are plumbers, electricians, carpenters, and others to a total of between six and nine different unions. It is noted that a student must meet the requirements of both the college and the union in order to be admitted to the program.

E. Two credit hours in Psychology are required for graduation. For non-transfer students, this is Applied Psychology.

F. Honors courses are available in Social Science, Life Science, Physical Science, and Humanities for students on the Dean's List, or upon recommendation.

G. No courses are offered that do not carry Associate degree credit, but "remedial" courses are offered in English, Reading, Math and Social Science.

H. The curriculum committee meets on a continuing schedule, and the division chairmen are encouraged to attend.

III. TEACHING METHODS

A. Utilization of divisional libraries. Requirement that each student use each library sometime during his college stay.

B. Independent study is increasing in scope, but at present is used as a supplement only in certain courses, primarily for enrichment.

C. The trend is to larger lecture rooms seating approximately 100 students.

D. Transfer and non-transfer students are placed in the same classes in the agriculture program; but the transfer students have different texts, different assigned work, and different final exams.

IV. SPECIAL EQUIPMENT USED

A. Carrels in the library.

B. Airplanes, elaborate machinery and engines in the aeronautics program.

C. Audio laboratories adjacent to classrooms (used in foreign language, music appreciation, history, English, reading and study, shorthand, technical courses, etc.).

D. Conveyor belts in the library to expedite the handling and re-shelving of returned books.

V. COUNSELING AND I.R. (Dennis Mayer, Ass't Superintendent, Student Personnel)

A. Course advising is done by 13 counselors, each of whom also teaches one class. Each counselor is responsible for all fields.

B. SCAT is used for placement of students in curricula. They are, by their own admission, not too successful in placing students into programs in which they can succeed. "The student should have the right to fail".

C. An attractive booklet outlining opportunities and procedures is supplied to each prospective student by The Associated Student Organization. (See file.)

D. A very small percent of the budget is devoted to research. The assistant to the president does only a limited amount of institutional research in connection with his other duties.

VI. DATA PROCESSING EQUIPMENT

The college does not have its own computer. Course schedules are prepared on a 704 computer on a rental basis in town. Punched library book cards are read by IBM machines and information regarding usage, etc., is supplied.

VII. EVENING COLLEGE AND COMMUNITY RELATION

A. The evening college program is an extension of the day program. The same courses are taught, and the operation of the library, for example, is exactly the same. Day faculty have the option of teaching in the evening.

B. Some 31 advisory committees are in active operation. They each meet at least twice a year and are considered essential in determining the needs of the community, and in gaining community support for new programs.

VIII. INNOVATIONS

A. The library as a learning resource center.

B. Audio labs adjacent to respective classrooms.

C. Required Psychology-Orientation course for all non-transfer students.

D. Some three-credit courses scheduled with two hours on Tuesday and one hour on Thursday, or vice-versa.

E. Conveyor system in the library to take returned books to the basement and back for processing.

IX. MISCELLANEOUS

A. Last year the college conducted a "Classroom in the Sky". This involved a study of the geology, geography, history and water resource problems of California on a one-day trip via a chartered 707 jet in cooperation with United Air Lines. (A brochure is on file.)

B. Music is on in all rooms all the time unless the instructor asks to have it turned off. The speakers are centrally controlled in the library.

C. Tax supported bus service is used to transport students to the college.

D. At 11:03 A.M. an announcement came over the public address system asking everyone to stand for the Pledge of Allegiance. There were flags in all of the rooms.

E. The college is not planning any dormitories or faculty housing facilities because of possible ethnic problems.

F. A Director of Government Affairs was recently appointed (July 1965). Up until now the college has received only small amounts of federal aid.

G. Projection screens are located in all classrooms.

H. All students in vocational programs are required to take a minimum of one academic subject each semester.

I. The eleven o'clock hour on Tuesday and Thursday is set aside for club meetings, etc.

J. The advisor to the Student Council has a vote on the Administrative Council.

X. EVALUATION OF VISIT

Mt. San Antonio College is oriented to service as a comprehensive community college. Technical and trade courses are carefully planned so that students are prepared to work in areas where there will be a significant demand for their services. Since they assume that their students will work in areas outside of the local community, their research regarding job opportunities has at least nation-wide scope.

Transfer courses are also carefully planned and conducted so that they are fully transferable to the state colleges and universities.

The library is probably the most outstanding feature on the campus as far as we are concerned. A more detailed study of the library and its present operation would be the primary reason for re-visiting the campus, if a re-visit should be considered.

JUNE 1, 1966

MT. SAN ANTONIO COLLEGE LIBRARY

The most impressive thing at Mt. SAC is the library. The physical facilities are outstanding and the entire library program is closely related to the instructional program through the establishment of divisional libraries. A reference librarian is assigned to each discipline (Social Sciences, Physical Sciences, Biological and Applied Sciences, and Humanities) and each librarian is an ex-officio member of the division served. In addition, the library committee includes the chairmen of all divisions.

Emphasis was placed on the fact that extensive research was done in the planning of the library, with the studies involving the faculty as well as everyone else associated with its use. The architect was then required to meet the demands of the committees. The development stage continued over a period of four years, and the building was constructed at a cost of 1 and 3/4 million dollars.

A great deal of effort is devoted to encouraging students to use all areas of the library. This begins with a reception and tour of the library facilities for incoming students. It continues with follow-up through separate class instruction, with orientation continuing through the semester. A Psychology-Orientation course is required for each terminal student which includes sources of material, vocational-occupational information, etc. Each student is required to use each of the libraries during his college stay. An attempt is made to work with the student on a 1 to 1 ratio.

All stacks in the library are open. Some difficulty was experienced with students hiding and hoarding books, but the problem was largely overcome by conducting usage studies and providing more copies when necessary.

An attempt is made to operate an open-shelf reserve service. This is done by labeling the books according to different categories (in accordance with the instructor's estimate of usage). Some reserve books are always held back for emergency use, but the open-shelf reserve policy seems to work well, and it fits well with the overall policy of student convenience.

The library presently has some 55,000 volumes, with space for 100,000, and experiences a high rate of turnover. Obsolescence checks are run periodically, with each department requested to check their own collection a minimum of every three years. The head librarian reported that they discard quite heavily.

People in the community also make good use of the library. They may use materials and books within the building for a $2.00 fee, but checkouts are limited to alumni of the College

Hours are 7:45 a.m. to 10:00 p.m., Monday through Thursday, and 7:45 a.m. to 5:00 p.m. on Friday. So far, no weekend hours have been provided since there are good library services in the nearby cities.

Reading stations are provided on the basis of 15% of the day enrollment. Most (perhaps 2/3) of the reading space is provided by individual carrels. They are of three types--multiple carrels, double carrels, and individual carrels, with about 3' x 3' of space per student. They (the library staff) find the carrels to be very effective and report a high usage.

Several drafting tables were observed in the library. These are for student use during times when the classrooms are closed. They have been used so extensively that more are planned.

It was observed that an inspection system is used at exits to the libraries. We were informed that experience has shown the need for this type of operation.

The audio-visual department is also located in the library building. This is tied in closely with the entire library program. All A-V equipment is distributed from this central location daily at 5:00 p.m. for evening college, and at 10:00 p.m. for the next day. A full-time technician is employed. He is responsible to setting up all audio-visual equipment and for servicing all equipment in the building.

The A-V facilities seem very adequate. They include a receiving area adjacent to a large outside loading platform, a photo studio, three darkrooms, reproduction facilities (for administrative needs--other labs are located in departments), a previewing room with sliding curtains for flexibility, individual listening rooms, and a 60-station audio lab. This audio lab acts only as a supplement to audio labs located adjacent to classrooms. The library audio lab includes open desks with headsets. The user has no selector control and no speaker for himself. There are ten taped sources which can be sent to the different desks. We were informed that the lab experiences heavy usage during most of the day.

Presently no staff artist is employed, but one is anticipated in the near future.

An elaborate TV studio is a part of the A-V facilities, but it is not yet operational.

OAKLAND COMMUNITY COLLEGE

Contact: John E. Tirrell, President
Day Visited: Thursday, May 26, 1966
Visited by: Entire Project Team - Parks

I. PHYSICAL PLANT

At the present time the college is using only one campus which is called the "Lakes Campus." The buildings were formerly used as a mental hospital and have been remodeled quite successfully.

It is expected that eventually there will be three campuses to serve the entire county.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

The entire program is based on modern teaching devices with the usual classroom type of instruction reduced to a minimum. To this end the college is busily engaged in preparing programmed instruction.

A large number of carrels have been set up. These carrels are a modification of the usual ones and are based somewhat on a locally designed model. Students are started off generally with a "gas" (General Assembly Session) in which the course is introduced. Then the student procedes at his own pace, working in a laboratory with an instructor at hand to give help when needed. At intervals further "gas" sessions are held and now and then "sas" (Small Assembly Sessions) also. The latter are rather like buzz sessions during which the students can discuss together the problems they raise.

See folders on programs.

At present courses are being offered in science, engineering, mathematics, liberal arts and business, along with some technical and vocational subjects.

III. TEACHING METHODS

At present all teaching centers around the audio-visual tutorial system and future plans call for expansion of this program.

IV. SPECIAL EQUIPMENT USED

Oakland College is using a great quanity of special equipment and plans to expand this type of equipment in the future. At present they are using carrells, audio tapes, and 1050 computers.

V. COUNSELING AND I.R.

The college has set up counselors who advise the students and administer the placement tests.

VI. USE OF DATA PROCESSING EQUIPMENT

A. Educational use.

1. At the present time little teaching is done through computers. However, they now have a 1050 terminal and have a 1440 on order. They are preparing programs to be used in the fall of 1966.

B. Administrative use.

1. At present schedules are prepared by computer and some other administrative use seems likely.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

The evening college work is similar to the day program. The instructors are paid on an overtime basis. The biggest problem so far has been the necessity of students spending from six to nine hours each week on campus since the teaching equipment is available at no other place. It is hoped that in the future some equipment may be available for home use.

VIII. INNOVATIONS

Oakland College is considered the "ideal" innovator. While much of the program is still on paper, the plans call for a radical departure from the usual teaching methods.

The proposed Orchard Ridge campus will, for example, have only three regular classrooms, five lecture halls and 18 laboratories, all for use with special teaching devices.

IX. MISCELLANEOUS INFORMATION

The enrollment in the fall of 1965 when the college opened was 4,285 which dropped to 3,295 at the end of the semester.

The cost per student for the year 1965-66 was $1120 but it is expected that will be reduced to about $820 for the coming school year.

A plan has been set up so that automatically, the library can check on the circulation of any book that has been checked out.

At present they have about four students to each carrell and the courses are largely set up to follow text book type of instruction. They have some tapes in use. The carrell laboratories are set up by departments with a coordinator in charge and with clerks for assistants. Only a few "master teachers" are proposed, mostly to build up and revise the programmed instruction.

X. EVALUATION OF TEAM VISIT

Oakland College is so new and its program so incomplete that an evaluation at the present time can only be guess work. It is obvious that they are attempting to go as far as possible in the use of programmed instruction. They stress the fact that each student can progress at his own speed. However, this must be hindered somewhat by the "gas" sessions which assume that most students have progressed to a particular point.

It appears that the already well motivated student will profit most from this type of program for he can more or less set his own pace. However, it would appear that developing school spirit, and developing those contacts wherein students "pick on another's brains" will be at a minimum. The give and take of class discussions seems to be lacking. Apparently the "gas" sessions are mostly for giving assignments and answering questions when questions are brought up. They apparently vary in length and purpose.

ORANGE COAST COLLEGE

Contact: R. Moore, President - Gil Saunders, Coordinator of Vocational Education Projects

Visited on: May 16, 1966
Visited by: Entire Delta group, Leeson

I. PHYSICAL PLANT

Forum, seats 300, and the science lecture hall, seats 336, are used for large classes. The science hall has a rear view screen and is equipped for multi-media presentations. The console provides control of the visual aids by the instructor. A technician is required to control some of the A-V devices from behind the screen.

Multi-purpose theater seats 1200. Is widely used by the community.

Most of the new buildings have non-bearing walls.

Future plans include a four-story library. The top floor will house carrels, the third floor will be equipped for audio-tutorial presentations.

II. TYPES OF PROGRAMS

Very comprehensive programs. Occupational curricula is offered in trade, technical, health, home economics, food services and business. (See page 59 of the catalogue.) Short courses, such as a six-week course for training grocery clerks, are also given.

Use of advisory committees:

A. Each program is reviewed by the committee at least once a year.

B. New programs are generally developed and then checked with the committee.

C. The advisory committee is also a good place to look for staff in highly specialized areas.

D. The committees vary in size. High school teachers are included on the committees.

III. TEACHING METHODS USED

Large groups in the forum and science hall. The instructor is given extra credit-up to double credit-, and clerical assistance is provided. Equipped for multi-media presentation.

Laboratory is used in technical mathematics.

The Windjammer store is used to integrate several areas such as data processing, accounting, marketing, etc. (See file folder on Windjammer, which contains operational chart, financial statements and printed materials.)

Team teaching is used in the Humanities course. A teaching team of five members prepares and gives lectures. One large section is offered once a semester in Humanities.

Teaching machines in the library carrels enable students to do assignments for make-up, remedial, or remedial, or enrichment purposes. Programs are available in business, data processing, electronics, slide rule, life science, physical science, remedial English and Math.

IV. SPECIAL EQUIPMENT

Extensive use of multi-media devices in the Science lecture hall. Large screen is 12' by 12' with two smaller screens on the right. A random access slide projector is used. They can also use films and T.V.

Complete listing of all Audio Visual equipment in folder under "Instructional Materials Center".

V. COUNSELING AND I. R.

A. A good deal of published material regarding programs at Orange Coast goes out to the community and the high schools.

B. Counseling is started in the ninth grade. The faculty goes out to talk to students interested in various technical and business programs. (See file on "Counseling Flow Chart".)

C. All counseling is done by staff of twenty-three. Each counselor teaches half time. In addition to individual counseling, all students are required to take Psychology One, which is a three-hour course combining psychology and orientation.

D. Students are placed in programs. A student who wishes to enroll in Data Processing may be required to take remedial work and an introductory course in Data Processing, which is a 'slow pace' course. These slow pace or modified courses are given in all major areas for students that are unable to enroll in two-year vocational or transfer programs.

E. Switching of programs is done with dignity. To do this they avoid using the words 'terminal' or 'non-transfer'.

F. Have a Dean, Frank O. Hopkins, in charge of Research and Planning.

VI. USE OF DATA PROCESSING EQUIPMENT

A. Educational use. Currently they have a very strong educational program. In the data processing area there are three rooms devoted to educational data processing. The first has all basic tab equipment plus tables and chairs, and A-V equipment. The second room is for input preparation and contains keypunches and verifiers as well as some McBee equipment. The third houses the 1620 computer as well as the 1401 which is equiped with disk drives, high speed printer and punch card I/O.

First preference in the use of the computer goes to the students. The equipment was secured by grants from the state of California.

The System 360/40 on order will also be financed in part by grants. The proposal included release time for their current faculty members to be trained. It also included provision for training of high school teachers in an eight-weeks institute.

Their program has been successful. They have approximately 400 students in their introductory course each year. However, they have 15 or 20 students that graduate from the two-year program each year.

They have a work experience program which is coordinated by a data processing instructor. Twelve students are placed at the present time. (See file on "Data Processing Course Outlines".)

B. Administrative use of Data Processing

The Administration has its own punched card equipment. It currently uses the equipment in about the same way as Delta does. However, all records will be converted to a disc storage operation with a System 360/40.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

It is felt that the college is as comprehensive as it is because of the evening college. Many of the programs were first taught in the evening college. The evening college is staffed by day school faculty and people from the community. Very much like Delta's evening college.

VIII. INNOVATIONS

Credit by examination. The students G.P.A. must be 3.2. He petitions to take the test. The grade is given based on the test. The results appear on the student's records with no special indication that it was credit by exam.

Instructional material center. Director is Pat Sumners. (See folder on "Instructional Material Center" for scope of operation.) The center is staffed with four full-time secretaries and four part-time students on the work experience programs. In addition there is the director and four technicians.

Generally they require three days lead time. They have a Gesterfax scanner which produces mats that can run 5000 to 6000 copies. Mr. Sumners estimated it would require approximately $8000 to set up an off-set printing operation as a press would be needed, camera, stripper, etc.

Faculty rating for both tenured and non-tenured faculty member. (See folder with rating sheets.)

Large class size which increases the faculty-student ration. Their ration is 31 to 1. Use of assistants.

In large divisions, there is an assistant divisions' head, as well as the division head. Division heads are given one less class and an increment pay of $1000.

Team teaching in data processing is used as a device for in-service training for other business faculty.

Campus reporter is a weekly newsletter which contains information only.

Certificates for vocational courses.

Occupational needs survey. The proposal submitted was for a $100,000 federal grant. The survey will develop forms and techniques applicable to other Junior Colleges.

Petroleum Tech program is an excellent example of a program designed to meet the needs of a particular community. (See file on Forum under Orange Coast College for details of planning a Forum.)

IX. MISCELLANEOUS INFORMATION

They have the lowest cost per student of any community college in California. The cost is $437 per student.

Fifteen hours is considered a full-time teaching load. The labs are figured on a 3 to 2 ration. Technical faculty teach 24 hours per week, T.V. 24 hours per week, etc.

Coordinators in Office and Distributive Education work a ten-month year rather than nine months. The work study programs are under the business department.

Each faculty member must serve on one administrative committee and be responsible for one student activity such as clubs, etc.

X. EVALUATION OF VISIT

Orange Coast College is a very comprehensive community college. The group was very well received. However, it would seem that there would be no reason to revisit Orange Coast at the present time. Any additional material needed could be requested by mail.

PARSONS COLLEGE

Contacts: President Millard G. Roberts
Mr. John W. Young, Director of Grounds and Purchasing
Dates Visited: July 21-22, 1966
Visited by: Carlyon, DuBois, Feusse, and Freed

FOREWORD

Parsons is a liberal arts college (incorporated in 1875) located in Fairfield, Iowa, a town of about 11,500 population. In 1955 it was a Presbyterian-supported college with 212 students, debts of more than $1 million, and assets of about $700,000. It had 28 faculty members, and the average salary in 1955 was $2,800 a year.

In 1965-66, Parsons had 104 faculty and 80 preceptors who had an average salary of $14,403, which was the third highest (following Harvard and U. of Chicago) in the country. In addition Parsons (according to the Life Article) made a profit of $8 million the past year.

The financial success of Parsons is due to efficiency instituted by President Roberts upon his appointment in 1955. Since 1955, administrative and general expenses as part of the total income have dropped from 31.7 to 9.9 per cent. The cost of operating building and grounds decreased from 10.6 to 4.3 per cent, despite a greatly expanded physical plant. The percentage of total income spent on instruction has increased from 34.3 to 58.4 per cent. President Roberts is a remarkable and extremely energetic man. The fact that he visited with our group in his office from 9:25 p.m. until 12:15 a.m. will give some indication of the way he works.

TYPES OF PROGRAMS

Parsons is a liberal arts college of about 5,500 students (anticipated for 1966-67). The total number of courses has been decreased from about 700 in 1955 to 197. All freshmen and sophomores are on core programs; only twenty subjects are taught the first two years. All courses are offered every trimester.

In 1960 the school went on the trimester plan, and this has been a financial bonanza by allowing it to have very good year-round utilization of all facilities. It presently has 3,700 students enrolled. Much of its success in having a high summer enrollment is due to the fact that it has many recruiters throughout the nation, has many more applicants than it can accept (it does not have difficult scholastic entrance requirements), and will admit some of the students only under the condition that they enroll for the summer trimester.

TEACHING PERSONNEL AND METHODS OF TEACHING

The college has three levels of teaching personnel, composed of 104 faculty, 80 preceptors, and 62 tutors. All of the first two year courses are taught by the faculty in large (up to 250) lecture classes on Mondays, Wednesdays, and Fridays. The faculty is expected to teach (no research during the trimesters they teach), and 92 per cent of the faculty have Ph.D.'s. Each faculty member teaches four classes, except for the department heads, who teach three. Department heads are on a rotation basis (about three years). Faculty salaries for two trimesters range from $13,500 to $39,000. The average age of all faculty is 46, and the average salary of rank faculty is about $22,000. Every fifth year faculty members receive an eight month sabbatical at full pay (this means they teach nine of fifteen trimesters).

The preceptors attend the large lecture sessions taught by the faculty and then review the materials on Tuesdays and Thursdays with the students in groups of about 30. Each preceptor has about seven groups. Preceptors must have a master's degree. The average age of preceptors is about 35, and they earn from $8,000 to $16,000 a year. Quizzes are given by the preceptors, and tests are usually prepared jointly by the faculty and preceptors.

All students who have less than a "C" average are required to meet with tutors (those students with higher averages may also meet with the tutors). The tutors must have at least a bachelor's degree. They tutor in one subject only. Most tutoring is done on an individual basis in carrell-style partitions in the basement of one of the classroom buildings. Some tutoring is done in groups of from three to six. The tutors are expected to be in their offices from 40 to 50 hours a week and have appointment schedules. Tutors start at $8,000 a year and get raises of $1,000 a year or are dropped. Most tutors are Parson graduates.

PHYSICAL PLANT

Buildings are constructed for economy and efficiency. Since 1955 they have built and equipped over $18 million worth of new buildings at an average of $12 per square foot (the national average is near $28). Special features within the buildings include:

1. All buildings are air conditioned.
2. Classrooms are carpeted for economy and better teaching conditions.
3. Platforms for the professors to stand on in the large lecture rooms which do not have tiered seating.
4. Some walls covered with decorative burlap (which is not unattractive in its setting). They can also paint over the burlap.
5. Refrigeration cork (cost 20 cents per sq. ft.) is attractively used on some walls. (We saw some decorative cork which looks almost the same and costs 70 cents per sq. ft.).
6. They use an indoor-outdoor carpet in the entrances to the buildings. Rain helps it keep a good appearance.
7. The carpeting in the coffee shop of their one-year-old student union is Howard Johnson style. It wears very well.
8. Most of their chairs are the 40/4 fiberglass chair made by General Fireproof Company of Youngstown, Ohio. They are comfortable, durable, and stack well (40 in 4 sq. ft.).

9. The stairs in the student union have built-in lights on the sides by the steps.
10. A soft-drinks student nightclub was in the basement of the student union building. It was about 45' by 25', had a good, coin-operated record player, and booths. The lighting was low. One of the walls consisted of rough, unpainted boards, which blended into the atmosphere well.
11. The student union also contained a good low lights and music restaurant open to students and their dates, as well as townspeople. The chef (referred to as "Captain John") is one of only two in Iowa with a Cordon Bleu rating; he also supervises other Student Center food services.
12. The basement of the student union also includes twelve bowling alleys (35 cents a line for students and 45 cents for others), six pool tables ($1.20 an hour), and five pinball machines.
13. The main floor of the student union had a lounge with a well-used fireplace in the center, an art gallery room, a large Board Room which was also used for all other kinds of meetings including rental to civic organizations for conventions, a cafeteria, the restaurant described above, and a bookstore which also sold many types of supplies besides textbooks.

New Classroom Building Under Construction

They are presently constructing a circular classroom building of about 210 feet in diameter which will contain eight pieshaped classrooms (seating 250 each) around a central projection control room. The seats will be elevated, and offices will be below ground. The cost of the building is listed on the construction board at $300,000 of federal money and $600,000 of institutional funds. The architect is Shaver & Company of Salina, Kansas. The college pays their architects 6 per cent for a basic plan; whenever they reproduce a plan, they pay the architect an additional 1 per cent.

Their philosophy in building the circular structure is that one-story construction cuts down on the high cost of foundations, and laying out the lecture halls in a circle eliminates hallways and corridors. A single heating and air-conditioning unit located in the hollow core pours heated or cooled air directly into the lecture halls, eliminating expensive ductwork. Compared to a traditional building accommodating the same number of students, they say this circular design cuts construction costs 50 per cent. Where ventilating ductwork is needed, they specify Fiberglass instead of metal. Fiberglass has a lower heat loss factor than metal, and it comes under the jurisdiction of a union with a lower wage scale.

Library

The library was built in 1962. The library hours (8 a.m. to midnight on Monday thru Friday, 9 a.m. to midnight on Saturday, and 2 p.m. to midnight on Sunday) are posted on a billboard at the entrance to the library. The library has carpeting throughout and open stacks. There are four large rooms on one side of the library which are used as classrooms during the day and for study purposes at night. These rooms have separate doors which lead to the library and to the outdoors. During the evening all doors leading outdoors are locked so all students have to go through the library (for bookchecking control). These four rooms have glass partitions on the library side so they can be controlled easily by the librarians in the evening.

One side of the library has a large (about 24' by 50') glass partioned room for smokers and typists. College owned typewriters are not placed in this room.

Dormitories

The new style dormitory the college has been constructing houses 114 students at a cost of about $2,500 a bed (well below the national average). Each dorm has 60 men, 54 women, and a housemother. They are air conditioned, contain one large co-ed lounge, a dining room with a small kitchen (food is brought in from a central kitchen), and separate lounges on each level (upper and lower) around which are ten rooms (size 15' by 15') that have beds for three students each. Each room has a washbowl, and each group of ten rooms has restroom and shower facilities. The students pay $500 a semester for room and board, and the dormitories have been paying for themselves in about three years. One thing which the new-style dorms do not have is a game room, and the college is considering installing them. The director of building said the college builds the dormitories cheaply and furnishes them nicely.

COUNSELING AND INSTITUTIONAL RESEARCH

Every student is assigned to an adviser during his first two years. Each adviser has from 300 to 350 students. Students take a full battery of tests shortly after they enter the college. They have staff involved in institutional research, four full-time psychologists, and three M.D.'s (general practitioners) who alternate serving in the health center during part of each school day.

USE OF DATA PROCESSING EQUIPMENT

The college has the policy of renting rather than buying data processing equipment. It believes it can keep better and more modern equipment this way. It presently has a 1401 computer. In November it will get a 1460 computer, and in November of 1967 it will get a 360 computer.

Only two classes are taught in data processing--basic programming (this includes key punch) and a systems course.

An on-line computer program keeps check on every student's progress. The computer is being used to analyze data back to 1959--course by course, student by student--defining terms and developing standards to appraise professors through their work with students. The computer is also used to keep data on applicants for teaching positions.

EVENING COLLEGE

There is no evening college. Classes are in session from 8 a.m. to 5:30 p.m.

MISCELLANEOUS INFORMATION

1. Tuition is $600 per trimester. The cost of educating one student for three trimesters last year averaged $1,030. Classroom buildings pay for themselves out of income in less than five years.
2. The student-teacher ration next year will be 23 to 1.
3. About 40 per cent of their graduates go on to graduate school.
4. Attendance is required at all lecture and preceptor classes. The student is dropped (at the discretion of the instructor) after five absences.
5. They dropped 451 students for academic probation last year.
6. The college receives very little in gifts.
7. Many students receive some form of financial assistance. This summer 1580 of 3700 received some financial assistance.
8. All raises are either a low of $1,000 a year, a high of $2,000, or $1,500.
9. The college has its own meat packing plant and dairy herd.
10. They have liberal fringe benefits for their personnel, including:
    a. Paid life insurance of $20,000 a year for all personnel plus up to $50,000 for faculty and staff dependent upon salary (one and one-half times present salary of those making over $10,000).
    b. A ten per cent pension plan.
    c. Full tuition for children in any undergraduate college in the country.
    d. Membership to the Fairfield Country Club.
    e. A four per cent second mortgage on choice college-owned land with no payments required on the principal.
11. Administration salaries include:
    a. $50,000 (including fringe benefits) a year for each of two vice presidents.
    b. $35,000 a year for the business manager.
    c. $30,000 a year for the director of grounds and purchasing.
    d. $20,000 for the head chef in charge of 37 rooms.

EVALUATION OF TEAM VISIT

Parsons is an extremely efficient and well-managed college in terms of finances. Although its academic program may not be applicable to that of a community college, it appears to be sound and quite likely may have an influence on programs of many other schools. The article in Life magazine was very derogatory, depicting many of the poorer aspects and omitting most of the good.

The different ideas incorporated into the buildings and building plans could have significance for Delta. The dormitories in particular were of interest because of design, furnishing, size, and cost.

JULY 25, 1966

PASADENA CITY COLLEGE

Contact: Dr. Delmas Bugelli, Administrative Dean of Instruction
Day Visited: Wednesday, May 18, 1966
Visited by: William Ballard, Andrejs Straumanis, Marjorie Leeson

I. PHYSICAL PLANT

We actually saw very little of the physical plant. We did tour the business department which had some very good features. The geography lab and classroom for distributive education were outstanding. The plans are in the file under "plans for classroom". The office machine room had raised floors like the IBM room at Delta.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

Pasadena had 16 departments, 106 curricula and 959 courses. See catalogue and printed material for curricula. Curricula included library clerk, lithography, data analysis and processing, business data processing, nuclear technology, civil engineering, telecommunications etc.

They use review and foundation building courses also. Short evening college courses such as the six weeks civil defense training program were also given.

Programs were developed with the aid of an advisory committee. The committee also assists with the placement of graduates.

III. TEACHING METHODS

Used an INSTRUCTASCOPE to measure student response. Information about the instructascope can be secured from:

R. V. Weatherford Co.
6921 South San Francisco Road
Glen Dale, California

In the business department they used seminar type classes for advanced courses. The classes were held in a room which was set-up much like a boardroom.

IV. SPECIAL EQUIPMENT USED

Typical A-V equipment and portable T.V. tape units. They are currently thinking about closed circuit T.V.

V. COUNSELING AND I.R.

Currently they are working to develop better placement tests. Much of the counseling is done on the basis of the students high school records. In most classes testing is done in the first week of class. Some of the tests are made out by members of the division. Students are placed in courses numbered less than 100 on the basis of the tests given in the various departments.

VI. USE OF DATA PROCESSING EQUIPMENT

A. Educational use. (see folder on Computing Center)

The Computer Science Department was under the Direction of Dr. Frank A. Yett. The program was divided into two areas: Data Analysis and Processing and Business Data Processing. The Computer Science Department is in its first year of operation.

The equipment is used for educational use only. All the typical basic tab equipment is there plus a 1620 computer with tape drives, random access files and a printer.

The equipment is to serve three groups:

1. D.P. majors
2. People who wish to use it as a tool (math and science)
3. Users groups who wish to run their own programs.

Other functions of the Computer Sciences department are:

1. Conduct In-service Training for teachers. However only 1 class per year is offered and is held for 8 weeks for 1 two hour session per week.
2. Program for selected high school students. Students are given programmed text material in advance and then screen based on their comprehension of the material. Again only one 8 weeks course is given per year.

Computer Science department makes uses of a film series which are shown at various times during the week. A 6 week series of film-lecture was also given. The public was invited to attend this series.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

The evening college serves in an adult education capacity. Currently they teach courses at 43 different locations.

The Assistant Department Chairmen for each department are here each night to coordinate evening college with day college.

VIII. INNOVATIONS

Computer Science Department (see folder)

Campus Crier as a news media. (see folder)

Use of Assistant Department Heads to coordinate day and evening college.

A-V service center is being planned which will aid in the preparing of slides, material for teaching machines, printed materials and study skill programs. The study skill programs are being developed for both the slow and superior students. Research is currently being done by Mrs. Alberta Craggett.

Strong program in English for the Foreign student. See file on courses in English for the Foreign Student.

Credit by examination is used.

Use of block program in secretarial science program. The block consists of shorthand, typing, English, accounting and secretarial practices. The course is for 4 hours per day, 5 days per week. The course is taught by Mrs. Irvine. The course was blocked in this manner as they felt the students would be better motivated and advance at a faster pace. The room was equipped with a dictation center with 6 channels. All the typewriters were electric. The work stations had been designed as one long continuous table. The plugs for the equipment were up at the top of the desk. We are to receive a drawing of the plan. See file under 'desk plans'.

Very good student handbook. It has the student schedule of all events for the entire year in the back.

Overseas program provides an opportunity for the students to study a foreign language overseas as well as to travel. See "overseas program".

The language department works extensively with the area high schools. For example, films which the college receives are shared with the high schools. Language evenings with speakers and other programs are also shared with the high schools.

Telecommunications program which prepares students for both production and technical jobs. See material on Telecommunications.

All printed material is done at the college except the catalog. See folder on printing at Pasadena City College. This is possible because of their program in lithography.

Big Brother-Little Brother program in Data Processing. The big brother is working in data processing. The little brother is a sophomore data processing student. The student observes the big brother while he is on the job for one hour per week.

IX. MISCELLANEOUS INFORMATION

None

X. EVALUATION OF VISIT

Pasadena City College was very warm in their welcome. However a great deal of time was spent in listening to the history of the community college in California. We should send for material on the Instructascope and study their curriculum offerings. They appear to be a very staple comprehensive community college.

6/2/66

PENTA-COUNTY VOCATIONAL SCHOOL AND TECHNICAL COLLEGE

Contact: Mr. Duane L. Bachman
Date Visited: Tuesday, July 19, 1966
Visited by: Enger, Klein, Laughner, Wolf

I. PHYSICAL PLANT

The school is situated on a 55 acre campus in the heart of the new Willis Day Industrial Park. The major building is a three story structure which exested on the site and was renovated. Some new shop areas have been built adjacent to the main structure and can be reached without going outside.

The facilities are impressive, comparing very favorably with junior colleges that we observed. Rooms were well equipped and space was adequate.

II. TYPES OF PROGRAMS

The Penta-County Vocational School and Technical College does not offer an industrial arts program. The general exploratory industrial arts program is still maintained in the nineteen districts. The high school vocational program begins in grades 11 and 12. The student spends three-fourths of his day in his vocational area and one-fourth in his required academic subjects for graduation.

The technical education program is reserved for more specialization beyond the high school. College accreditation is given to this program.

Penta County does not offer a transfer program, nor is such a program desired or anticipated. They are leaving this function to the University Branch campuses. For most of Ohio this seems to be the direction which will be followed. Vocational high schools comparable to Penta-County are emerging throughout the state with a Technical College included, but not a transfer program. It is interesting to note that when we mentioned community or junior college this was interpreted as only the transfer function being performed by University Branches.

Programs at Penta-County compare to those we observed in the comprehensive California Junior Colleges. Offering were most impressive and greater details on these can be seen in the Project files.

III. TEACHING METHODS

Nothing unusual

IV. SPECIAL EQUIPMENT

The entire school was impressively equipped with the normal items necessary to vocational and technical programs.

V. COUNSELING AND INSTITUTIONAL RESEARCH

Penta-County performs the counseling function in cooperation with the nineteen high schools in the district. During the first year no applicant was rejected. Eighty percent were placed in their first choices and twenty percent were reassigned on the recommendation of the Penta counseling department.

The need for the school was established through research conducted on a national, state, and local level in cooperation with various agencies. Although no office of institutional research now exists, current needs and revisions are determined through an extensive system of advisory committees.

VI. DATA PROCESSING

A two year Data Processing and Computer Programming curriculum is offered at the Technical College.

VII. EVENING COLLEGE

The Evening College is a separate division with the usual objectives of a community college evening program.

VIII. INNOVATIONS

The entire Penta-County organization is an innovation, not in programs, teaching methods, or equipment but in the function which it serves in relation to structures of education in other parts of the nation. Penta-County represents an alternative direction to those states or districts which have not yet committed themselves. It is difficult for us who have come to accept the comprehensive community college, as typified by Chicago, Orange Coast, and many others to evaluate this alternative without bias. However, it is representative of the Ohio movement and deserves close attention in the future.

8/8/66

PRELIMINARY SCOUT TEAM REPORT

INSTITUTION: THE INSTITUTES FOR THE DEVELOPMENT OF HUMAN POTENTIAL

LOCATION: PHILADELPHIA, PENNSYLVANIA

DATE: JUNE 8, 1966

RESEARCH AREA: CORRECTION AND/OR IMPROVEMENT OF READING PROBLEMS

INVESTIGATORS: CRYSTAL LANGE
MARJORIE LEESON
MARTIN P. WOLF

The following preliminary report is divided into four major sections, A Background of the Institutes, A Narrative Description of the Visitation, Application to the Teaching of Reading, and Recommended Follow-up Procedures by the Scout Team.

BACKGROUND OF THE INSTITUTES

Basic background information was provided by Dr. Edward LeWinn, staff physician at the Institute, who functioned in the role of consultant to the Scout Team.

Three men are primarily credited with the development of both the Institutes for the Development of Human Potential and the well-known Doman-Delacato approach to working with brain-injured children. Carl Delacato was a teacher with a background in Educational Psychology who was investigating the problems of teaching reading. The difference in the effectiveness of various methods with different kinds of children precipitated a joint research venture with Glenn Doman, a physical therapist and Dr. Temple Fay, a noted Philadelphia neuro-surgeon.

Based on much of Dr. Fay's physiological theories, Doman and Delacato began experimental work with brain-injured children using an ontogenetic developmental frame work for their research.

Several major questions were raised. First, what criteria may be used to measure improvement in the brain-injured child? Two criteria are quite obvious. First, the child needs to be able to walk; secondly, he needs to be able to talk. Basically, the approach employed experimentally, was a "teaching" through the ontongenetic process, i. e. creeping, crawling and walking, first without pattern, then homolaterally, finally cross-patterned.

The approach inseperably links the physical development of the child with mental development. Concern then centered around the measurement of neurological development. That is, the measurement and description of "normality" in the maturing human organism. A developmental profile, measuring functionally this maturation, was developed by Doman and Delacato. The profile is used to determine the Neurological Organization of the child. Six major areas are measured in three broad categories:

Category	Function
Motor	Walking (complete cross-pattern) Talking Writing
Sensory	Reading Hearing
Tactillity	Touch (recognition of objects without seeing them)

To be neurologically organized the normal individual will develop, in sequential order, competence in the six functions. Implicitly linked to the developmental levels is the requirement that the Neurologically Organized individual obtain hemispheric dominance. The "normally" matured individual, i. e. the organism with Neurological Organization, will be, for example, right-eyed, right-handed, right-eared, and right-footed.

Lack of Neurological Organization can be attributed to one of three possible courses.

A. Brain damage - prenatal, natal, pathological, traumatic, etc.

B. Environmental deprivation

C. Genetic deficiency

In effect, the Doman-Delacato approach attempts to improve the "disorganized" individual by employing methods to develop congruent dominance and improve and raise the six categoric functions.

NARRATIVE DESCRIPTION OF THE VISIT

The early part of the visit was spent with the consultant, Dr. Edward LeWinn who briefed the team on background, basic theoretical premises of the approach, organization of the institutes and some personal experiences with patients of his who had received help from the Institute.

Discussion with Dr. Delacato was conceived primarily with the application of specific aspects of the technique that may apply to an experimental application to Delta College students with deficiencies in both reading speed and comprehension. It was emphasized that the application of this particular technique would be beneficial to students whose problems stemmed from Neurological Disorganization.

NEUROLOGICAL DEVELOPMENT DEFINED

Neurological development refers to the physical-nervous growth of the human from conception (or perhaps before) through maturity.

The concept of neurological development views man as potentially a continually growing individual. Mental growth and development are viewed as being an intergral part of physical growth and development with both being inter-dependent. The development of reading ability is dependent upon the development of physical readiness.

Neurological development includes the sequential growth of the individual from conception which is clearly evident at birth and is ideally complete at about eight years of age. The speed at which this process takes place varies widely from one human being to another. The sequential continuum begins at birth and includes the physical activities of creeping, crawling, walking and the development of a dominant side or one-sidedness for handedness, footedness and eyedness. As he develops complete one sidedness man forms the basis for perceptual abilities. It can be demonstrated that the process of neurological maturation can be slowed slightly by certain cultural factors which prevent good brain organization. This process can be slowed considerably be environmental deprivations.

NARRATIVE DESCRIPTION (continued)

The team had an opportunity to spend some time in the Institute for Reading Disability where evaluative techniques were observed being employed with actual clients. A program-planning session with one eighth grade sixteen-year old student was also observed. This particular youngster had been on the program nine months and had increased his reading levels, as measured by standardized reading tests, from sixth-grade level to tenth-grade level. He had in fact moved above the norm for his age and school level.

APPLICATION TO THE TEACHING OF READING

The work of Dr. Robert Morse who founded the University of Plano in Dallas, Texas, has some possible implications for developmental reading programs at Delta college. Morse has worked with high-school and college dropouts with reading problems. Testing indicated that 90% show neurological disorganization, and Doman-Delacato techniques have been successful with many of them.

Delacato believes that a program employing some of his techniques at the beginning college level could be effective in improving reading deficiencies of identified neurologically disorganized students. It was pointed out by both LeWinn and Delacato that these techniques are not a panacea for all reading problems, but pragmatically, they appear to do the job for certain types of students. There appears to be some potential applications for Delta College students.

RECOMMENDED PROCEDURES

1. It is recommended that the Project Team order the film, "The Gentle Revolution" and preview it.
2. It is further recommended that the Project Director make an effort to obtain the films, "The Diagnosis of Speech and Reading Problems," and "The Treatment of Speech and Reading Problems," _if_ these can be obtained on a loan basis for preview by the Project Team.
3. a. It is recommended that a tape-recording interview technique be employed to interview major experts in the field of reading problems.

b. It will be necessary to develop a questionnaire to be used as the basis of a tape-recorded interview with these pre-selected, pre-contacted interviewees. It is recommended that the Scout Team with consultants develop this questionnaire.

4. The new publication by Dr. Delacato, a book of ten selected case studies, should be ordered for use by the project team.

5. The Project Team should be encouraged to read the material collected and selected by the Scout Team.

6. The Scout Team reserves recommendation at this time. It is suggested that when the above recommendations are implemented and when data has been obtained from the various sources listed, the Scout Team should make final recommendations to the Project Team.

MARJORIE LEESON
CRYSTAL LANGE
MARTIN P. WOLF

READING CLINIC
CAMPUS DRIVE
PONTIAC, MICHIGAN

Contact: Mr. Gerald Breen
Day Visited: Friday, July 15, 1966
Visited by: Leeson, Lange, Grossman, Wolf

BACKGROUND OF THE CLINIC:

The Reading Clinic serves the entire Oakland County Intermediate School district which is composed of thirty different school districts. On an average, one child out of every six is served by the reading clinic. When a reading problem exists, the classroom teacher confirs with the parents. If the parents wish to use the service of the clinic, the principal then refers the child to the clinic. Unfortunately there is usually a waiting period of from 3 to 6 months. The Reading Clinic has complete testing facilities including the services of a psychologist. It is the only multiple approach to reading problems that has been observed by members of the project team.

DIAGNOSIS OF THE READING PROBLEM:

Several tests are used to determine the extent and type of reading disability. Many of the tests used are standardized tests. Mr. Breen indicated that long tests are not always necessary. A particular problem may be identified by use of a ten minute test; consequently the staff has devised many short hearing and psychological tests. Tests are also given to establish physical coordination or dominance, that is, determining right handedness, right footedness, right eyedness occurs together.

Closed circuit T.V. was used to tape, for study and evaluation, the teacher working with the individual student.

TREATMENT OF THE READING DISABILITY:

Each child is considered individually and a reading program is designed to meet his specific problems. Oakland Reading Clinic staff believes the most important aspect of any remedial program is the establishment of the rapport with the student. The child generally comes to the clinic for two mornings per week. In some cases, where the problem is physiological, special physical education programs are also used as part of the program.

IMPLICATIONS FOR DELTA:

The question was asked as to what were the implications of a clinic such as theirs for a community college. Mr. Halar, Director of Reading Services, gave several suggestions:

1. The reading problem of the student must first be identified. A multiple

track approach should be used.

2. The students within a given class may be grouped according to reading problems. In a class of 25 it might be advisable to have one or two advanced students, interested in teaching or working with people, assist the reading teacher.

3. Several kinds of materials should be used. Tapes, coordinated with printed material, might be necessary in situations where the student lacks auditory discrimination.

4. The SRA Reading Laboratory is useful in increasing the student's speed but not for solving the basic problems which cause the reading disability.

The objectives of a college program should be to raise the student's reading level, improve vocabulary, and show the student how to read different kinds of material effectively. Mr. Halar stressed that credit should be given for the course.

ADDITIONAL INFORMATION:

A practicum, under the direction of Ken Olson, is to be given for Oakland County school teachers. The practicum will include the Psychology of Learning, Developmental Reading and Diagnostic Reading. It is considered a crash program for the improvement of reading instruction. Teachers participating will be in classes from 8:30 - 3:30 each day for eight weeks. Several 8 week sessions will be given in the academic year 1966-67. A grant of $364,000, part of which will be used to hire substitute teachers for those who participate in the practicum, was received from the Federal government. It might be possible to send Delta instructors to the practicum. Dr. Dan Briggs, Director of Programs, should be contacted for more information.

Other people that can be contacted for further information are:

1. Miss Jean Lukins, Director, Perceptually Handicapped. Miss Lukins has conducted several studies and would be available as a speaker or consultant.

2. Dr. Hahn, who is now at Oakland University, had been the former director of the Reading Clinic. He was referred to as a good "idea man."

3. Dr. Emerson, Oakland Intermediate School District, should be contacted if someone from Delta would like to observe the Oakland operation for a week or so to learn how the diagnosis is made and the reading program determined for each individual student. Also by contacting Dr. Emerson we could be placed on a mailing list to receive literature which might be useful.

Information concerning the Language Master is being secured. This machine, which coordinates information on cards with tapes, would be useful in reading improvement classes for working with auditory discrimination and vocabulary building. It may be useful in several other areas as well as reading. The orthorater, available from Bausch and Lamb Optical Co., Rochester, New York, was considered better than the telibinocular.

In Flint the Mott Foundation has given funds to be used in providing a literacy program for adults. Since Mott does help outside the Flint area, it might be a source of funds in establishing a multiple approach clinic.

SAN BERNARDINO VALLEY COLLEGE

Contact: H. J. Sheffield, President-Superintendent
Day visited: Tuesday, May 17, 1966
Visited by: William Ballard, Brendan Cahill, Richard Northrup, Hugo Siehr, Robert Stuart, Andrejs Straumanis

I. PHYSICAL PLANT

Generally an older campus with some new buildings. For physical education there are two swimming pools and various gyms. One of these gyms is specially equipped for gymnastics and one for body building. The college operates an open and closed circuit TV station and also an FM radio station.

II. TYPES OF PROGRAMS

A varied list of curricula and courses such as: Firemans Training, Telecommunications, Aviation, Ornamental Horticulture, etc. (see catalog)

Programs are developed with the help of business, industrial and professional leaders.

III. TEACHING METHODS

Block teaching is used in science and in the humanities. The humanities course is required for most of those who want an A.A. degree. The course is given by five instructors. It consists of one 2 hour lecture and one discussion per week. In the visited lecture there was little interaction between students and instructor.

Credit by examination is given only in some instances at the end of the semester with permission of the chairman.

IV. SPECIAL EQUIPMENT

Nothing out of the ordinary was seen. In the body-building gym (see I.) there was a lot of special apparatus which might be of interest.

V. COUNSELING AND I.R.

Counseling and advising is done by professional staff and some faculty from the various departments.

Administration is ready to cooperate in I.R. projects. A follow-up study of graduates, and an evaluation of Political Science I (with TV) have been made recently. (see file)

VI. DATA PROCESSING

There was not sufficient time to see the data processing equipment. They do have the basic equipment for academic and also administrative work.

Of interest might be their use of pre-punched cards to check and to record foreign language students' attendance in the laboratory. The student turns in a card every time he attends. The cards are then turned over to the business department at the end of the week. From them the instructor gets a detailed report.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Many credit courses are offered. Regular day faculty members may have part of their load in the evening. There are few courses for adult non-credit education. Twenty (20) persons are needed to start a course.

Notable are the free evening Forum Lectures by various outstanding persons. The public is invited to have dinner before the lecture in the school cafeteria.

One could also mention here their proposed program in which the college physical education facilities and staff would be used to provide recreation programs which are presented beyond the means of the smaller communities. Such a program could also be a part of two of four year curricula for recreation personnel. (see file)

VIII. INNOVATIONS

The most interesting innovation is still in the planning stage there. Funds are now being sought. The idea is to couple the computer to TV and other media to give the student "individual" instruction. The initial presentation might be made by TV. The student's progress would be checked by the computer which would then direct the student to additional tasks by various media until suitable responses are made by the student.

College level programs on open circuit TV. Some class contact is also included.

A Quarterly Report is issued by the Department of Economics. This deals with aspects of the local economy. It is distributed to the local Chambers of Commerce. (see file)

IX. MISCELLANEOUS

The administration at SBVC attempts to seek out innovative ideas from the faculty by means of questionnaires.

The president of the college was quoted to the effect that he did not believe that TV instruction had saved any money, but it had improved the instruction of the teachers immediately involved and also of those who watched.

The student at SBVC has to have a 1.5 overall average to remain in school at the end of the first year. It was said that on this basis 600 students out of 2700 were eliminated in 1965. If a gradepoint average of 2.0 were required some 1200 students would have been dropped.

X. EVALUATION OF THE VISIT

Our team was received very well indeed. Maybe because of our many questions too much time was spent in a conference room. We recommend a return visit when the computer TV system is in operation.

6/1/66

SAN DIEGO CITY COLLEGE

Contact: Dr. Sheridan R. Gorton, President
Visited on: May 17, 1966
Visited by: Luaghner, Parks, DuBois

I. PHYSICAL PLANT

Only 3½ acres, all of which is used for buildings. No outstanding features.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. Very comprehensive program. (See catalog.) Between 80 and 90 lay advisory committees are operating at any one time. These committees are deeply involved in planning, reviewing, and revising curriculums. No program is ever initiated without prior approval of an advisory committee.

B. Another facet of this comprehensive program is the staff of seven full-time coordinators of vocational education. These people are charged with the responsibility of keeping the lines open between the community and the college and for recommending new programs as a need arises. The administration did not feel that occupational surveys were necessary since these seven persons were in such close contact with the needs of the community.

C. A two-year pilot training program is to be started in the fall in conjunction with Western Airlines. The cost to the student will be about $12,000. Graduates will be licensed for multi-engine aircraft and will be eligible to take a position on any airplane. Arrangements are being made with local financial institutions to provide loans for the program. It is doubtful that such a program is warranted at Delta College, but it is interesting to note the scope of possibilities open to a community college.

III. TEACHING METHODS

A. Credit by exam: Students may elect to take an exam for a course with or without a grade. If a grade is given, then it is figured in the G.P.A., and if a grade is not given, then credit for the course is given without using it to compute the G.P.A.

IV. SPECIAL EQUIPMENT USED

The only special feature noted here was the Reading Lab. The lab has a capacity of 25 students and has been fashioned by remodeling a classroom at a cost of $6800, half of which was paid for under NDEA. They feel that the lab has been very successful and are planning an additional 50-student lab next year.

V. COUNSELING AND INSTITUTIONAL RESEARCH

A. Some faculty are utilized on a completely voluntary basis for counseling duties. About 20 students per faculty member are assigned to those participating. No extra pay or released time is given for this work, but the same recognition is given to this function as is given to sponsoring an activity group, committee work, etc.

B. Threshold Requirements are established for every curriculum. A student is not permitted to enroll in a curriculum until he meets these requirements, but he may enroll in courses which upgrade him so that he may meet the requirements. If a student insists on pursuing a program which is beyond his abilities, he is channelled into courses which are designed to qualify him for threshold requirements, and then he is counseled while he is taking these courses in an attempt to influence him into pursuing another program. The counselors feel that this system permits them to do a better job of placement. (See attached information.)

C. San Diego's research has convinced them that the Purdue Test is superior to SCAT or COOP English for placement purposes.

VI. USE OF DATA PROCESSING EQUIPMENT

Nothing significant.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

A. See II for information on lay advisory committees and a staff of seven coordinators of vocational education.

B. Cooperates with other schools in area for cultural activities.

C. The Evening College is a distinctly separate operation. Identical programs of general education are offered in both day and evening. The limitations of physical facilities has forced the Evening College to utilize several off-campus locations as places for classes. The Evening College program is very broad and includes many programs that do not carry Junior College credit. It also has many short programs with no general education requirements. Several programs exist in specialized areas which do not require high school graduate status.

VIII. INNOVATIONS

A. An Occupational Information Center has been set up in one section of Student Services to help the students investigate occupational opportunities. There is a SRA Occuscan, which students can use to view information from microfilm and a Filmac 100 which can be used to make copies of information as well as for viewing. Files are set up according to the Kuder Preference Test. More details can be secured from the Regional Center for Career Information, San Diego, California. There is VEA money available for this.

(See attached information.)

B. The General Studies Program is designed to provide a program for that group of students falling in the lower 15% of the student body. They offer basic courses involving orientation, career planning, techniques of study, reading improvement, and spelling and vocabulary. These constitute a total of 6½ semester units dispersed over one year. To supplement this core, special courses have been made up on the other disciplines to fill out one complete year of work. None of this work is transferable. The major goal of the program is to help students to establish a goal in which they can succeed and better prepare themselves for life. A special attempt is made in recruiting new faculty to find teachers who are interested in this type of student and who are eager to teach these courses. Evaluation of the program is presently under way. (See attached information.)

C. International Day is an activity in which the entire school participates one day each year. San Diego was in the process of preparing for it when we visited, since it was to occur on May 18. Interest seemed high and a great deal of student participation was obvious. Every department in the College participates in the same fashion. On this day each department honors certain outstanding students in their area.

IX. MISCELLANEOUS INFORMATION

Nothing unusual.

X. EVALUATION OF TEAM VISIT

It appears that San Diego City College is doing an excellent job of serving the community, especially in light of very limited physical facilities. We believe that the outstanding areas are community relations, student services, programs for the low ability student, and scope of offerings. They are a prime example of the staff being the vital force in any institution since success cannot be attributed at all to physical facilities.

In California an activity fee can only be levied on an optional basis. It is amazing that 99% of the students at San Diego pay $7.50 per semester on this basis. A Director of Student Services is in charge of this fund. It appears that the student participation is very high. The Student Council meets with the Faculty Senate regularly and plays a role in decision making. All programs are planned and paid for by students.

Some 500 high school students in the area are involved in an honors program in mathematics and political science. The college teachers go out to the high schools and give the regular courses in Analytic Geometry and Calculus and in Political Science. These students receive regular college credit for these courses.

JUNE 1, 1966

SAN FRANCISCO STATE COLLEGE

Contact: Mr. Robert Ventura
Visited on: May 19, 1966
Visited by: DuBois, Enger, Laughner

This was a side trip from San Francisco City College and we were only interested in looking at one item: the Design, Art and Industry Program. (DAI) The enclosed information sheets explain the program adequately, so we won't bother to explain it again here.

The D.A.I. program is highly innovative in two respects. First note that only ten hours are required in the program for a major. These are two-five credit courses titled Industrial Communications and Design Laboratory. The course, Industrial Communications, is just what the title implies, but the course, Design Laboratory, is quite unique. In this course, the student must select a project to work on for the entire course and make a rather elaborate presentation of his work and findings at the end. The work is highly independent with very little lecture type sessions. The present class had their projects displayed while we were there. Some of them were of high caliber.

The flexibility of the program is another unique feature. The student may take courses in any other area for which he had the background. Some examples are given on the enclosed sheets. Heavy counseling enters into this phase of the program.

The team was highly impressed by the enthusiasm and dedication displayed by the team of teachers involved in the program. They admitted that they were under heavy fire from many sources, both internally and externally, because some felt that such a program is not worthy of a Bachelors Degree. They come up for re-evaluation in two years, and it will be interesting to see whether or not the program is going to be accepted.

One other item that should be recorded relates to the plans now being made to cooperate with Central Michigan University in the Partnership Vocational Education Project. This type of thing was started in California in 1961 and is known as the Richman Plan. The program has undergone extensive evaluation and the results are being mailed to Don Laughner. These results will be filed in this folder when received.

MAY 31, 1966

SECOND PRELIMINARY SCOUT TEAM REPORT

INSTITUTION: READING CLINIC, UNIVERSITY OF MICHIGAN

LOCATION: ANN ARBOR, MICHIGAN

DATE: JUNE 28, 1966

RESEARCH AREA: CORRECTION AND/OR IMPROVEMENT OF READING PROBLEMS

INVESTIGATORS: CRYSTAL LANGE
MARJORIE LEESON
MARTIN P. WOLF

CONSULTANT: GENEVRE GROSSMAN

The following preliminary report is divided into three major sections: Background of the Clinic, Narrative Description of the Visitation, Conclusion, and Recommended Follow-up Procedures by the Scout Team.

BACKGROUND OF THE CLINIC

The clinic at the University of Michigan provides diagnostic services and corrective programs for children, college students, and adults who experience continuing difficulty in reading, learning or related behavior problems. The specific services provided are:

A. Service to University Students - The clinic sees about 1000 students each year on a voluntary basis. Three programs are offered:

   1. Study methods workshop
   2. Speed reading course
   3. Combined study methods and speed reading.

B. Writers Workshop - This workshop, run by members of the English Department, is the development of programmed, self-instructional, writing materials which are tested in the clinic by students enrolled in the workshop.

C. Adult Literacy Center - The center is primarily a proto-type and is used to train directors of literacy centers throughout the state.

D. Diagnostic Services for Children and Adults - These services are primarily research oriented and cases are referrals from surrounding school systems. The emphasis appears to be on controlling environment as a means of corrective reading therapy.

NARRATIVE DESCRIPTION

Much of the visitation involved a discussion with Dr. Donald Smith, Director of the Clinic, who discussed the philosophy of the clinic and the various methods employed by the staff.

A strong psychological approach is employed with culturally deprived children. With these children the training of "looking" and "listening" is emphasized. Fluency training is also provided during each day's "work". In the classroom the children are subjected to only two rules: No talking during work periods and only one child can leave the room at a time. All other behavior is ignored.

Self-instructional material is used which allows the student to achieve success early in the program. Various kinds of programmed materials are used for auditory and visual discrimination.

UNIVERSITY STUDENTS

The speed reading class meets for two hours per week for seven weeks. The students fill out personality questionnaires and take diagnostic reading tests. Early success is built into the program and the student is also informed on "how he stacks up" in comparison to the student body at the University of Michigan.

Treatment involves practice in visual tracking, vocabulary building and progressive material on comprehension. One of the tools used is a booklet, "Learning By Definition," which trains the student to predict and answer questions.

Programmed material is used to improve spelling problems. The Scout Team had an opportunity to experience a programmed lesson in spelling.

CONCULSIONS AND RECOMMENDED FOLLOW-UP PROCEDURES

The approach taken by the Reading Clinic at the University of Michigan can be regarded as a "shot-gun" psychological approach which applies a pragmatic criterion for determination of treatment or therapuetic procedures. Some basic practices employed have bearing on the Delta College situation and might well be employed in the future. Some of these can be identifies as:

A. Carefully planned Diagnostic procedures.

B. Voluntary enrollments.

C. Multi-track programming in writing, speed reading, comprehension, etc.

D. Emphasis on the goal of academic success in programming.

E. Application of a "no grade" concept, or an "automatic pass" concept.

F. Supplying students with information concerning relative standing in Freshman class areas of concern.

The Reading Scout Team is planning the following procedures prior to submission of final report to the Summer Project:

A. Telephone contact and tape-recorded interviews with leading authorities throughout the country in the field of reading disability.

B. Trip to Oakland Reading Clinic on July 15, 1966

C. Review and analysis of all pertinent data acquired through the various resources.

D. Final report and recommendations to the Summer Project Team.

Marjorie Leeson
Crystal Lange
Martin P. Wolf

CHICAGO CITY JUNIOR COLLEGE - SOUTHEAST CAMPUS

Contact: Chester Pachucki, Dean
Visited by: Klein, Lange, Miotto, Pease, Siehr
Visited on: Friday, July 8, 1966

I. PHYSICAL PLANT

Converted former government buildings, built during the 1930's.

II. TYPES OF PROGRAMS AND HOW THEY WERE DEVELOPED

A. Data Processing career orientated curricula. Substantial credits were transferable.

B. First program 1958, electronics NDEA Funds. Largest vocational-technical school in Illinois.

C. Prosthetics - affilliated with Northwestern Medical School.

D. Started with very high level technical courses now moving back to industrial types.

III-V. Nothing Unusual

VI. USE OF DATA PROCESSING EQUIPMENT

No machines in branch - will have some soon for educational purposes.

VII. EVENING COLLEGE

Nothing unusual

VIII. INNOVATIONS

Nothing unusual

IX. EVALUATION OF TEAM VISIT

Many programs of technical nature will move ahead in future and expand to handle all vocational-technical needs for Chicago Junior College system.

8/8/66

STEPHENS COLLEGE

Contacts: Dr. James G. Rice, Academic Vice-President and Dean of Instruction
Mr. Neal Balanoff, Director of Instructional Services
Visited on: Monday, July 18, 1966
Visited by: Floyd Feusse, Sam Freed, and Crystal Lange

I. FOREWORD

Stephens is a private college for girls, founded in 1833. It has the reputation of being an "experimental college". It had been a two-year college until 1964 when it added junior and senior years. Tuition is $2,750 a year for tuition, fees, room and board.

II. PHYSICAL PLANT

The college owns three hundred acres, which includes an artificial lake used for swimming and boating and a 9-hole golf course (the greens on the golf course are entirely composed of sand because the conventional greens are too expensive to maintain).

Up to 1963 most of the classes were taught in rooms provided in the dormitory buildings. In 1963 an excellent new learning center composed of five buildings was completed (see the James Madison Wood Quadrangle in the files). This center consists of a library (which is the heart of the center), a 300-seat multi-purpose teaching auditorium with remote control for audio-visual aids by lecturers and for sending presentations by closed-circuit television, a 128-seat lecture theatre, an arena classroom designed for varied uses including a theatre-in-the-round, a fine arts center, laboratories, classrooms, and faculty offices. Also in the complex are two 2-story television studios, two radio studios, control rooms, film production room, taping rooms, photographic darkrooms, and audio-visual classrooms for production and performance arts.

The library has carpeted floors on all four levels. Seating has been given privacy by placing listening-viewing carrels in groups, tables among the stacks, and study areas around the perimeter of the library with stacks serving as partitions. Office-seminar rooms of the literature faculty are immediately adjacent to the literature collection in the stacks. The top level of the library is called the Alunnae Penthouse and is used for study purposes.A kitchenette is situated behind closed dorrs, and the top level is also frequently used for receptions.

Features incorporated into the complex which were of special interest to the team were:

1. Some of the classrooms were carpeted, and some were not. We were told that students had a tendency to settle down faster in the carpeted classrooms.

2. Some rooms were designed for 90 students but could be divided into two rooms by using two manifold doors. The double manifold doors were effective for noise control.

3. The rooms had exposed metal strips on the four walls for use of chalkboards, peg boards, etc. The chalkboards could be moved to any wall to suit the instructor's needs. The metal strip allowed flexibility.

4. Some halls had covered fiberboard walls which were used for tackboards.

5. Faculty have individual offices.

6. Some of the walls were brick (similar idea as Delta's).

7. A reflecting pool was around part of the base of the library.

8. Lockers formed the walls along some areas of the art wing. The lockers were about 3' by 3' by 1'.

9. Each of the art rooms had exterior light from the north only. The roof was slanted to allow this north light.

10. The library had a large (at least several hundred) selection of records which could be checked out.

11. One area of the library had tables which had tops that could be tilted into a number of different positions. However, these were not effective because they forgot to have an "edge" put on at the bottom of the tilted position. They had been designed for use of large volumes such as atlas, maps, etc.

12. One room within the library is reserved for smoking. This room also contains four typewriters.

13. The library had a reading lounge area. We were told that some students liked to curl up on the furniture and sleep.

14. There were many different shaped tables in the library.

15. The top floor of the library had a woodburning fireplace which was attractive but had not been used to date.

16. The library has some carrels, and the carrels are very popular.

17. Books are removed from the library when they are outdated or no longer-used.

18. The library has a borrowing policy with other libraries.

19. Library hours are from 7:45 a.m. until 10 p.m. except on Sundays when the hours are 2-10.

20. They decided during the past year that they had to have book checkout stations.

21. The head librarian thinks there is a need for training two-year library technicians.

Mr. Balanoff did the planning for the entire complex with the assistance of an adviser from RCA. The complex cost $3,648,000 or $22.07 per square foot. He said one change they should have had was to make the large lecture rooms pie shaped. (Mr. Balanoff visited Delta two years ago on the airbourne tour. He said he was impressed particularly with our television facilities and our beautiful building.)

III. TYPES OF PROGRAMS

The college has basic courses in general humanities, contemporary social issues, English, basic beliefs in human experiences, foundations of natural science, and the contemporary American woman. There are more than 250 courses taught in 27 different departments. An Associate in Arts degree may be earned in two years, a Bachelor of Arts degree in four years, and a Bachelor of Fine Arts in either four years or three years and two summer sessions.

In the "Stephens House Plan" students of at least one residence hall attend a full schedule of classes held in the hall itself, all of which are taught and advised by faculty members officed in a separate section of the hall.

Seven programs of off-campus or foreign study are available, including tours to Europe and programs in theatre and dance in Colorado and Iowa. Summer pleasure tours are also planned in foreign countries.

Students of unusual ability are encourage to undertake honors work during their first two years. An honors project includes work over and above that studied in any course. Upon completion of the project, and if she has maintained a "B" or better average in all her courses, the student submits written evidence of her independent work and takes an oral examination before a committee appointed by the faculty.

Credit by examination is granted primarily for Freshman English. Up to 6 credit hours may be granted by the examination procedure.

IV. TEACHING METHODS

Large, multi-media lecture halls are used in the new learning center. Closed circuit instructional television, transmitted from the learning center, is received in all residence halls, enabling classes to be held in each hall. The large classroom is in high demand by faculty. It is used to capacity in space and time.

The amplified telephone is used to interview off-campus resource persons. Some classes had guest lecturers once every two weeks. Ninety-eight per cent of the people asked accepted the opportunity to speak by telephone and then answer questions immediately from students in the class.

Professional actors have taught drama since, 1937, and resident professional actors direct continuous series of Playhouse productions.

V. COUNSELING AND INSTITUTIONAL RESEARCH

The Office of Educational Research at Stephens was the first such department on any college or university campus in the United States. It was founded in 1920.

A professional counseling service is available. Also, every faculty member serves as faculty adviser for not more than seven to twelve students. The students' parents are informed of their daughter's progress through regular reports from the faculty adviser or Registrar.

Annually 1000 students are selected from about 2400 applicants. Almost all students are interviewed prior to admission.

VI. INNOVATIONS

See the innovations listed in Part II under Physical Plant.

VII. MISCELLANEOUS

A faculty-student ratio of 1 to 12 is maintained. There are about 150 faculty and nearly 2,000 students from all 50 states and more than a dozen foreign countries.

They have about ten faculty wives who are trained to act as tour guides. They pay them a small amount. In the afternoon we had a guide for the tour through the learning center complex, and she was excellent.

Dean Rice told us that his studies show that independent study does more for low ability students than high ability students.

They have a daily faculty bulletin.

In order to keep their divisional structure from getting cumbersome, they only have five divisions: arts; science; social science; language, literature, and philosophy; and home and community.

VIII. EVALUATION OF VISIT

Our group was most impressed with the learning center complex. Detailed plans, including floor plans, are available in the project library.

ST. LOUIS JUNIOR COLLEGE DISTRICT - ST. LOUIS COUNTY, MISSOURI

Contacts: Dr. Joseph P. Cosand, President
Dr. Robert C. Jones, Coordinator of Instructional Resources
Visited on: July 19, 1966
Visited by: Lange, Feusse, Freed

I. PHYSICAL PLANT

The Junior College District of St. Louis-St. Louis County has a multiple campus plan with a central office located in Clayton, Missouri, a suburb of St. Louis. Each of three campuses is presently housed in some type of temporary facility. Construction is in varying stages of development with expected occupancy at the Forest Park branch around February, 1967. All buildings will be air conditioned. The visitors had an opportunity to study an excellent scale model of one of the library-learning resources center presently under construction. The building will not have any windows. The scale model presented seating capacity for approximately 1500 students primarily in single study carrels with limited lounge area. Ninety per cent of the seats in the library will be at carrels; the carrels will be individually lighted. The carrels are scattered throughout the library stacks which are placed in random rather than row fashion.

One class building of five stories is planned to with the two top floors for laboratories, the middle two floors for classrooms to acommodate classes of 24, 35 or 50 students, and first floor lecture halls to seat 100. The large lecture halls are back to back with a common preparation room and equipped with multiple media including T.V., films, slides, audio, and potentially individual student response devices.

II. TYPES OF PROGRAMS

There are five basic parts to the curricular offerings:

1. The college and university parallel programs.

2. The career programs which include; business related programs, engineering technologies, industrial technologies, health programs, and public service programs in fire protection technology and law enforcement.

3. The general curriculum for students with uncertain objectives and limited previous achievement. A one year program of general education is combined with individualized learning experiences designed

to improve basic skills. Students who do well in this program are encouraged to enter other programs at the end of one or two semesters.

4. Developmental for those who need work of a remedial nature. Students correcting academic deficiencies through such courses will be encouraged to continue their studies in other college programs.

5. Community Service Program for students who wish to enrich their lives, advance their careers, or acquire new ideas.

The college grants two degrees. Associate in Arts and Associate in Applied Science. Students who complete approved programs of not less than one year (32 credit hours) are granted Certificates of Proficiency and may participate in commencement. The Certificate of Proficiency Programs include; clerk typist, dental assisting, and fire protection technology.

III. TEACHING METHODS

The projected plans include installation of selected audio-visual equipment in each classroom. At present many faculty make extensive use of overhead projectors, slides, film strips, etc.

Class size is variable ranging from 24, 35, 50, 100, up to 300. Experimentation is being conducted in the use of ETV.

IV. SPECIAL EQUIPMENT USED

Computer services are purchased from McDonald Aviation Automation Center. The services include computational and recording of data. The staff projects plans to purchase services rather than the actual equipment to be used in instructional capacities.

Audio and visual materials are presently used in classrooms and will be extended into the new library A-V listening center for individual student usage.

Two volumes, Subject Index and Author and Title Indexes, replace the card file in the library center. These volumes are in the library and in each faculty division.

A "Chester Dial-a-Log" is used to play back some 120 taped programs. It is used primarily in the language laboratory at present, although other materials are also on the equipment.

Individual study carrels will make up about ninety percent of the study area for students in the instructional-resources center.

V. COUNSELING AND INSTITUTIONAL RESEARCH

Professional counselors do all counseling with some faculty functioning in career advisement. There is one counselor for each 300 students. Approximately 13% of the college budget is designated for student personnel services. All high school graduates are admissable; if they rank below the 15th percentile, they are placed in the general studies program.

Each year $100,000 is budgeted for research and development in one of three areas, curriculum, course content, and teaching methodology. Faculty are encouraged to apply for these funds during their "off" semester which is usually during the summer. Two such projects were being conducted at present; one in preparation of slides and transparencies, one in use of ETV in physics.

VI. DATA PROCESSING EQUIPMENT

(Described under IV. Special Equipment)

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Evening College is an extension of the day program at present. There are plans to expand these services.

A system of advisory committees is used in setting up new curricula.

VIII. INNOVATIONS

A. The library as a learning resource center

B. Use of book catalogue rather than card file in the library

C. Use of professional catalogue service for the library from: (cost = $1.75)

Alanar Book Processing Center
Box 921
Williamsport, Pennsylvania

D. Purchase of computer services

E. Budget provisions for continuing research and development

F. Central office of administration

G. No restrictions on number of books a faculty member may requisition or a department may request

IX. MISCELLANEOUS

The director of student services made the statement that over 80% of the students enrolled at the college participate in some type of out of class activity (clubs, etc.). The objectives for the extra curricular program sounded a little lofty although admirable; for example, it was proposed that every student in the college should learn how to conduct himself at a formal tea or reception.

X. EVALUATION OF VISIT

Dr. Cosand is a dynamic, progressive leader who generates enthusiasm. He spent about two hours with the scout team in discussing the total St. Louis Junior College program. Dr. Jones was most generous in spending his time in explaining the library-resource center model. The scout team visited the Florissant campus and observed a unit in action. Ideas and concepts gained which appear significant for Delta College include the following:

1. Use of many-size classrooms--from 24 to 300 students.
2. Granting of a Certificate of Proficiency and an opportunity to participate in commencement for non-degree programs.
3. Use of book catalogue to replace card file in the library.
4. Use of individual study carrels.
5. Budget for research and development.
6. Active program on the part of administration to elicit change or new approaches from the faculty. They attempted to assist faculty to arrive at a point where the faculty would request new equipment and for technology.
7. Student controlled budget in the student activities program.
8. A monthly equipment usage report from the A-V Department; for example, 65% of the teaching faculty used audio-visual equipment (sample available).
9. There is a formal policy in their policies and procedures manual pertaining to faculty rights to materials prepared by the faculty under released time in which the faculty receive the rights if they reimburse the college for the expense incurred in the preparation of the materials. The expense would include salary received during the released time plus costs of preparation.
10. All purchasing is done through the Learning Coordinator's Office.

11. Faculty recruited on the basis of ability to be creative.

12. No faculty request denied for purchase of books or supplies.

13. Laboratory hours are equated on 3:2 basis.

AUG. 1, 1966

ST. PETERSBURG COMMUNITY COLLEGE

Visited on: July 19-20-21
Visited by: William Ballard, Brendan Cahill

The main purpose of this side-trip from the Miami-Dade group was to check on innovations in educational television in five colleges in the St. Petersburg area. The following comments refer only to St. Petersburg Community College:

Urban Development course starting in 1967 - funded by Federal funds - Norm Harris of U. of M. is guide - leads to BA in Technology.

Large lecture sections - 20% negative reaction on part of faculty - 2 classes in auditorium twice a week - 30 minute T.V. program -
biological sciences 3 tapes a week - pre-tape instruction with 15 minute follow-up - not used in English classes yet - large sections mostly in biology sciences, psychology and government.

Reason for large classes is continuity of instruction - rooms not available for large sections of English classes - 2nd semester English uses research method - strong resentment by some faculty about use of T.V. - definite policy of use of T.V. in math classes.

T.V. especially valuable for close-ups in tech, and for dentists' workshops - hotel management course offered.

Definite policy worked out for faculty who make tapes - 12 month contract with released time - summer free for making tapes - one session free in fall semester - sometimes credit for one class - however residuals have been found to be sticky question.

Team teaching (4 teachers) used in humanities, a required class it seems unusual that in this humid climate, clothing restrictions are enforced - this came directly from the administration - students were not consulted but seem to accept the ruling.

Chairman teaches only 3 hours - legislature of state putting in quarter system in all colleges without consulting faculties.

Nursing has 120 freshmen, 64 sophs - faculty 5 to fresh. - 4 to soph.
Practical nursing program unusually successful because of great demand by nursing homes - older students accepted - city has desperate need for nurses because of great number of elderly people now resident - nursing program affiliated with six hospitals in city - uses T.V. extensively for nursing skills - just starting new program for nursing room technicians -
large dental technician program - 21 stations (chairs) - supported by Kellogg foundation.

U. of South Florida

Large graphic department - 3 full time members - dial access to be put in for new math., English and physical education.

Individual departments write scripts - then, after approval by chairman of that department script goes to T.V. where it is prepared - if a staff member wishes to do the tape, he gets from a quarter to half time release.

Bradenton Community College

English 100 is credit course for slow learners
New theatre under construction - will seat 900 students - essentially planned for large section classes - will use a/v devices in future - no T.V. as yet - Honors course in history only - no team teaching.

Library has 60 carrels scattered around area and well used - in special rooms off the stacks are about 20 language tape machines library has night drop for books - carpeting unusually poor as it picks up every sound - it also has four or five entrances making it impossible to properly check out books.

Forum type building has several pie-shaped large section rooms set up for a/v aids - large projection screen in each room - seats in tiers which makes for poor testing - slide machine and tape recorders in each room - remote control box for slide usage.

Art displays in outer hall of new theatre with strip lighting - good approach to student and faculty art work.

This college has just recently opened up so many of their facilities are still in the planning stage or under construction.

New College - Sarasota, Florida

Uses main house of the Ringling estate as administration building - four year school offers BA degree in three years - 3 twelve week terms - independent study between terms of about four weeks.

First and third year students take comprehensives - second year students take qualifying exams - study program based on Oxford (Eng.) system - no grades - no papers or themes - tutors used for languages - very highly moticated student body - 34 faculty 172 students - 90% of faculty are PhD's.

No T.V. nor is it planned - for further information for this "way-out" school check catalog in Project file.

Tuition, room and board $4200 plus $15 for student activities - students live in motel-like dormitories removed from campus - on honor system apparently as to room visiting - about half of the students are on some kind of scholarship program.

Electronic center planned in new building - average student in top %5 of graduating class - their recruiters go after winners of National Merit Board - no frats - no social clubs - no physical education required - two pools!

Seminare type class is 1½ hours long with no break.

Clearwater Community College

Large sections meet in auditorium - 250 in social sciences meet twice a week - then break up into 8 groups for seminar type class.

Auditoriums are two back to back - seat 95 students - room completely set up for a/v - control may be used either at front or back of room.

Fine arts building in process of construction - will seat 600 and will be used as another teaching area - swimming pool also planned.

Chairman of each department has office help and a service room attached to his office.

Library has carrels in various areas but poor book control.
Two language labs are being planned.

The overall impression gained from these visits to five colleges is that they are all (excepting New College) going into or are already using large section classes in a forum type room completely set up for a/v usage. However, they are moving rather slowly in ETV. They seem to feel that there are so many problems involved in preparing tapes that they should give ETV a lot of thought.

8/9/66

T.V. COLLEGE - CHICAGO CITY JUNIOR COLLEGE

Contact: Mr. Robert Carolan, Executive Television Producer
Visited on: Thursday, July 7, 1966
Visited by: Lange, Cahill, Siehr

I. PHYSICAL PLANT

The T.V. College moved into the Chicago Educational Television Center approximately the first of July, 1966. Several organizations whose interests are closely allied with those of the Chicago Educational Television Association are located in the Center. They are the T.V. College office of the Chicago City Junior College, Chicago Area School Television, Inc., the Research Council of the Great Cities Program for School Improvement, and the Learning Resources Institute.

There are three studios with a professional supporting staff of technicians, art and set design. Well organized, large storage areas are located near the studios.

II. TYPES OF PROGRAMS

The T.V. College began in 1956 as an experiment financed, in part, by a $500,000 grant from the Ford Foundation. Since 1959 the T.V. College program has been supported entirely by the Chicago Board of Education.

Teaching by television is a team effort in the T.V. College. Faculty who are interested in teaching T.V. courses make applications to a committee - this past year there were eighty-three applications to fill three positions.

The T.V. teacher has two months (at full salary) in the summer to prepare the materials and write a study guide for the fall T.V. course. One month is spent in rehersals and final planning. In the fall the course is televised live, without a verbatim script, twice a week over the open circuit system. At the same time the program is video-taped for future re-runs. During the semester in which the instructor is doing the T.V. course his full load is the T.V. program which may have from 30 to 1700 students enrolled. Live meetings are scheduled according to the specific course - some may meet every two weeks while others may meet at mid-term and final exam time with the T.V. instructor. Provisions for immediate feed back include "mail backs", self-testing devices, and a scheduled telephone conference hour.

Video tapes and study guides are owned by the Board of Education. Faculty may revise tapes to be re-run for up to 3 years.

Over 120 students have been awarded the Associate in Arts Degree by the Chicago City Junior College for work completed exclusively on television.

Over sixty different courses have been offered by T.V. College. The T.V. College is able to serve prison inmates, physically handicapped and hospitalized students, including veterans in Veterans Hospitals.

Courses have been offered jointly with Illinois Teachers College to serve the 40% of T.V. students desiring to become teachers and to provide graduate in-service program for Chicago teachers.

III. TEACHING METHODS

In general the T.V. instructor is encouraged to conduct the course much as he would in the classroom. In selecting the instructor it is essential that he be flexible and able to project himself and his subject through the T.V. media.

Live sessions are presented from a general outline rather than a formal script. Feed back from students is planned by way of telephone conference hour, mail-backs, and live sessions with the T.V. instructor.

IV. SPECIAL EQUIPMENT USED

The T.V. teacher may use any type of audio or visual materials he selects in order to teach his subject. Special guests, groups, or equipment may be brought into the studio.

V. COUNSELING AND INSTITUTIONAL RESEARCH

Students in the T.V. College are classified as a regularly enrolled student at one of the campuses of the Chicago City Junior College. This means they have available to them all of the college services; including counseling and library service.

Considerable research has been done - and continues - in relation to T.V. College. The typical T.V.-at-home student is about 30 years of age, married and busily rearing a family, highly motivated, eager and industrious. Two-thirds are women, and two-thirds plan to complete the full junior college program. Almost 40% plan to become teachers. Studies include comparison of achievement of T.V.-at-home students with classroom students, enrollment and retention of students and comparitive analysis of groups of students.

VI. DATA PROCESSING

This area was not explored or discussed.

VII. EVENING COLLEGE AND COMMUNITY RELATIONS

Telecourses are scheduled for day and evening viewing. Each term two or three courses are presented with the in-service teacher in mind. Advanced placement for the gifted high school student is being explored. Other services are being planned.

VIII. INNOVATIONS

The T.V. College concept is in itself an innovation. See descriptions under II, and III.

IX. MISCELLANEOUS

1. Over 80,000 individuals in over 120,000 course registrations - roughly 1.5 course registrations per individual
2. Over 34,000 students enrolled in over 53,000 courses for credit
3. A not-for-credit enrollment consistently as high as the credit enrollment
4. On the air 25 hours weekly - double the telecast time of Fall 1956
5. The number of full-time equivalent students (15 credit hours for each student) growing from 555 students in fall 1956 to an average of over 800 students
6. Retention rate (number of students who complete a semester's work) now averaging 75%
7. T.V. College examined by a panel of distinguished educators in 1960 and pronounced an unqualified success.

X. EVALUATION OF VISIT

About three hours was spent in touring the facility and discussing the total operation with Mr. Carolan. The enthusiasm demonstrated by Mr. Carolan was outstanding. The T.V. College is most certainly performing a worthwhile educational service. Some of the experiences reported by the T.V. College in their printed reports will benefit Delta E.T.V. Mr. Carolan would be willing to assist us as a consultant if we wish to utilize his experiences and services. Delta College has the potential to provide a comparable educational service to the Delta College District by means of the open circuit E.T.V.

WILSON BRANCH - CHICAGO CITY JUNIOR COLLEGE

Contact: Dr. Charles R. Monroe, Dean
Visited on: Thursday, July 7, 1966
Visited by: Floyd Feusse, Don Laughner, and Don Miotto

FOREWORD

Until July 1, 1966, the Chicago City Junior College was part of the Chicago K-14 school program. Recent state legislation has adopted a master plan for higher education in Illinois similar to the master plan in California. The junior college mvoement is expanding rapidly in Illinois. Two years ago Illinois had 19 junior colleges, and within the past year there have been about 30 junior colleges in the developmental stage. Right now about 35 per cent of the high school graduates in Illinois go to a junior college.

Dean Monroe classified Wilson as a deprived junior college. He estimated that about 60 per cent of their students were Negro and 40 per cent Caucasian. About 20 per cent of the students who enter Wilson go on to four-year colleges; approximately half of the students who enter Wilson graduate with an associate degree. About nine-tenth of their present curriculum is college transfer type.

TRIMESTER PROGRAM

The Chicago City Junior College converted to a trimester program in September, 1962. The school year comprises three 16-week trimesters. Eight-week summer terms are optionally offered by the campuses as need requires. Full-time college teachers have ten-month contracts.

BASIC PROGRAM FOR LOW ACHIEVERS

The main reason for visiting the Wilson branch was to find what programs they have developed, or are planning to develop, for students of low academic ability. Each of the Chicago branches is currently developing programs for these students. A decision will be made later to determine which branch programs have been successful and should be adopted by the other branches.

The Wilson branch has several guiding principles for its basic program. The first is the open door policy, which to them means the college must accept all high school graduates and that the college has a responsibility for providing a diversified curriculum which can be of service to all students ranging from the most gifted to the barely literate person.

A second guiding principle is the junior college should make special provision for those students who come with such serious deficiencies in the basic communication skills that they have no prospects for success in the standard college credit courses. Their experience has revealed that students who place at the tenth percentile and below on standardized college aptitude, English, and reading tests should be placed in a one-year, non-credit remedial curriculum, which they have designated as their Basic Curriculum.

Their third guiding principle is that the college should establish a second year of programs of a vocational nature because so few basic students will succeed in the regular college credit courses. The Basic Curriculum should be oriented toward a vocational and not college preparatory goal.

BASIC CURRICULUM

The first year of the basic curriculum at Wilson was started in 1959. Dr. Monroe hopes to have a second year, which would be of a vocational nature, added when they move to a new 25-acre campus within a few years. He is using Ferris College as a model for vocational programs.

When the program was presented to the faculty in 1959, the faculty would not accept it and voted against using it. However, Dr. Monroe instituted it anyway only with those departments that were willing to accept it. He said that most of the departments now accept it.

About one-third of their entering freshmen (approximately 1,000 freshmen enter each year) are placed in the basic curriculum. The school started with the philosophy that many of these students were potential college transfer students, but after three years they were disillusioned. Their records show that about 8 to 10 per cent of these students find themselves and become successful four-year college students. About 15 per cent of the students who are told they will have to take the basic curriculum won't take it and leave school.

Courses taught in the basic curriculum are English and reading, one year of speech, one semester of natural science (really practical hygiene), one semester of consumer economics, and math. The success of the courses varies considerably with the individuals teaching them. Many of the problems the students have are emotional and not intellectual. Many of the teachers in the basic curriculum are former high school teachers they have drafted because the administration feels they work better with the students in this program.

They try to keep the classes small (from 22 to 25 students). They don't give grades but mark with a "Passed" or "Not Passed".

Overall, the administration has been well satisfied with their first year of the basic curriculum. Dr. Monroe said the key to the whole program is counseling and getting the right teachers to teach the classes. The attitude of the students in the program has been excellent in attendance, punctuality, cooperation, and real appreciation.

CLASS SIZES AND TEACHING LOAD

Dr. Monroe said he believes in keeping classes small because of the importance of the personal touch between the teacher and student. Most of their classes have a maximum limit of from 35 to 40 (see folder in file). The English classes had been limited to 25 students, with each instructor having five three-credit-hour classes. However, a new policy allows those English instructors who request it to have four three-credit-hour classes with 33 students in each. This policy was adopted after a request by the English Department.

There is a minimum class size of 15, but the college does allow some classes (particularly sequence) to be taught with fewer students.

The class load for full-time teachers is 15-16 hours. Lab hours receive the same credit as lecture hours.

WRIGHT BRANCH - CHICAGO CITY JUNIOR COLLEGE

Contact: Ernest V. Clements, Dean
Visited on: Thursday, July 7, 1966
Visited by: Lange, Cahill, Siehr

I. PHYSICAL PLANT

The Chicago Junior Colleges are housed in a variety of structures primarily junior and senior high school buildings. Wright Branch occupies a former junior high school building which is over 30 years old.

II. TYPES OF PROGRAMS

Wright is one of the largest branches with over 9,000 students enrolled in the fall of 1965 - (5.532 F.I.E.). The school is on a 16 week trimester calender with a 16-18-8-8 arrangement.

The strongest program at Wright is the transfer oriented program. An associate in arts degree is granted as specified in the catalogue. A diploma is granted to students who successfully complete 60 hours of academic work but who do not meet the specific requirements for the A.A. degree.

The Basic program serves students who need study skill training and subject matter preparation in order to succeed in standard college work. The Basic program includes social science; natural science; English; and speech or reading. About 125 students are in a block program. Students may be in the Basic program one or two semesters. Mr. Clements indicated it was difficult to recruit faculty who are sympathetic to the Basic program.

Each department has an honors section. This program is under the direction of June Kordear. The honors program has been primarily a tutorial arrangement. When a faculty member has tutored 5 students, he is given credit for a 3 hours teaching load.

III. TEACHING METHODS

Some team teaching is done on an informal basis.

The computer is used in student accounting courses.

Audio-visual materials are a part of the library. A progessional librarian with a degree in audio-visual materials is a vital part of this service. He radiates enthusiasm and is dedicated to serving students.

IV. SPECIAL EQUIPMENT USED

The viewing-listening center of the library is outstanding.

Records are on open shelves in black jackets with a simple but clever color coding for shelf placement. Students can take recordings out, listen to them, and return them to the shelves on their own. Slide viewers are in continuous use by the Humanities students. Tape recordings, films, micro-films, and slides can be viewed by students on their own.

The librarian-director of A-V contacts new faculty on an individual basis for orientation to the facilities and services.

V. COUNSELING AND INSTITUTIONAL RESEARCH

Dr. Mouganion at Teachers College South, 6800 So. Stuart, is in charge of research for the Chicago City Junior Colleges.

VI. DATA PROCESSING EQUIPMENT

They are making plans to use computers in the future. To date the usage is relatively limited.

VIII. INNOVATIONS

A. The library as the center for audio-visual materials for faculty and students.

B. Color coding of shelf materials in the library; namely records, for ease in use.

C. Granting of a diploma in addition to the associate degree.

D. Hanging of outstanding student art work in the Dean's office for a specified time.

IX. MISCELLANEOUS

There is some attempt to limit specialized and/or expensive curricular offerings to a single branch; for example, the Nursing program is offered at Mayfair.

Lay Advisory Committees are used in technical and co-op business programs.

X. EVALUATION OF VISIT

The group was received with warm hospitality. The innovative ideas listed under VIII and the Basic program as described under II were most valuable.

8/10/66